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ABSTRACT

Designed as the first stage of a four-year evaluation of the education practicum program at the University of Alberta, this study had two major purposes. The first was to provide a pool of data to serve as a base line against which to compare new practicum programs. The second was to identify satisfactory and unsatisfactory aspects of the program. Questionnaires and interviews were given to participants in the three major practicum courses offered. Data analysis was accomplished through frequency counts, descriptive statistics, tests, analysis of variance, and chi squares. A total of 41 separate findings emerged concerning the structure and content of the practicum, student preparation for the practicum, integration of the practicum with education courses, role of the cooperating teacher, role of the faculty consultant, student evaluation procedures, external organizational procedures, external organizational aspects, effectiveness in overcoming the deficiencies of student teachers, and achievement of critical objectives. Mean overall ratings indicated a moderate to good assessment of the practicum program. Companion publications examine other aspects of the teacher preparation program. (Author/JM)

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FACULTY OF EDUCATION
PROGRAM EVALUATION REPORT
NUMBER 1

EVALUATION OF THE EDUCATION PRACTICUM PROGRAM 1977-1978

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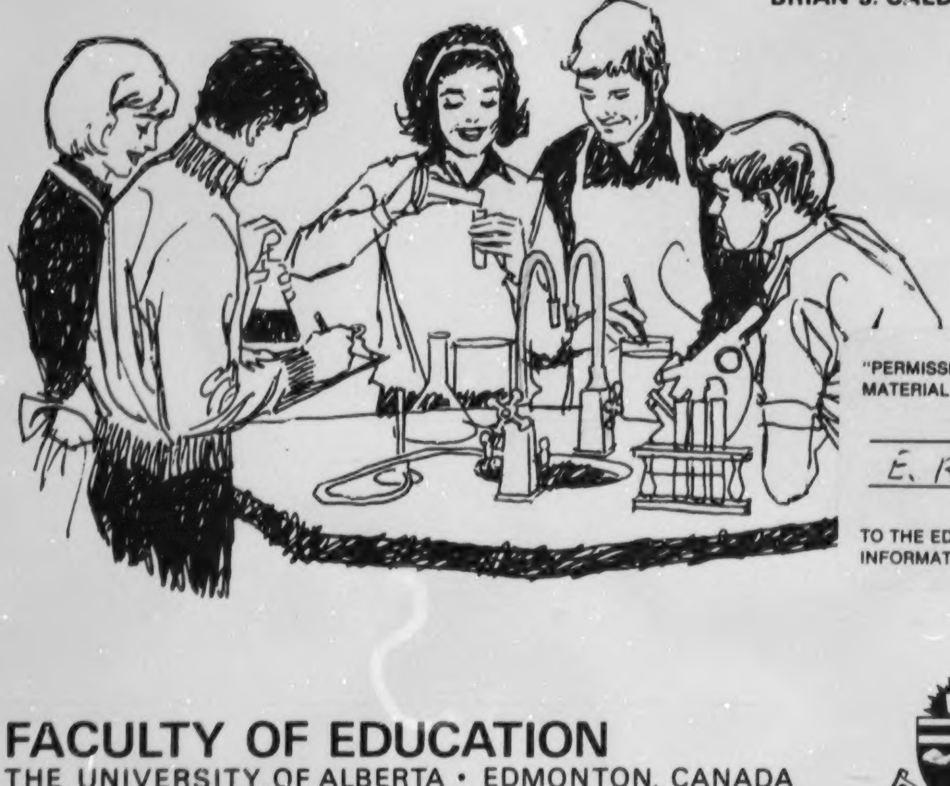

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A Faculty of Education Publication

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EWR
GRB
BJC

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CHAPTER 1

STUDY PURPOSES AND METHODOLGY

On February 28, 1977 the three Education Faculties in Alberta, in conjunction with the Alberta Teachers' Association and the Alberta School Trustees Association, submitted a proposal to the Government of Alberta for funding to implement practicum changes. The proposal represented the culmination of four years of discussion regarding the need for change in the existing program of teacher preparation.

A major component of the proposal was that school-based field experiences—student teaching—should occupy thirteen weeks of the student's four year program. In association with the increased length of time spent in practicum courses, it was suggested that the experience itself should change. The specific changes proposed were:

1. rural placement of student teachers
2. more students placed for full days
3. more students on extended continuous field experience
4. provision of more guidance to cooperating teachers
5. improved supervision by faculty consultants
6. more comprehensive evaluation process
7. inclusion of a wider range of experiences

8. greater involvement in planning and consultation by members of faculty, school personnel and students
9. more attention in the practicum to the integration of theory and practice.

Among the components requiring special funding was program evaluation. In allocating these funds, the Government required the universities to present an evaluation proposal to the Department of Advanced Education and Manpower by January 1978. This condition was met with a proposal containing the following three major evaluation objectives:

1. To determine the effectiveness of the various forms of the practicums currently available to education students,
2. To examine the organizational structure and interorganizational relationships associated with the Education Practicum with the object of determining the strengths and weaknesses of the existing structure, and
3. To develop formative and summative procedures to be used with the new practicum arrangements.

Several dimensions were selected for examination in designing that aspect of the study which pertained to the evaluation of the existing practicums. These reflect most of the proposed changes in the practicum outlined above and others identified in a study of the first-year teachers carried out by the University of Alberta Faculty of Education during the period from December 1977 to February 1978. The beginning teacher study was an evaluation of the University of Alberta's teacher education program which included perceptions of the strengths and weaknesses of the existing practicum component. Perceived weaknesses were classified as follows:

1. Length: discontinuous half-day experiences and the short duration of the practicum
2. Sequence: delaying the practicum until the third year with a need expressed for an earlier experience, commencing with classroom observat[illegible]
3. Cooperating teache[illegible]ny were perceived to be unaware of their responsibilit[illegible]

4. Faculty consultants: many were perceived to be unqualified to assess performance and to spend insufficient time in observation
5. Placement: lack of variety in teaching situations.

PURPOSES OF THE STUDY

Two major purposes were outlined for the present study. One was to provide a pool of data which would serve as a baseline against which to compare the new practicum programs. The second was to identify those aspects of the existing practicums which were deemed satisfactory and those which were perceived as requiring modification. Changes had been made in several of the programs offered during the 1977-78 academic year. This enabled the researchers to make some preliminary comparisons between the "older" and "newer" programs.

The concerns expressed by first year teachers, combined with the changes outlined in the 1977 joint proposal, served to focus the collection of data in the study. Attention is given in this report to the following major dimensions:

1. Structure of the practicum: whether half days or full days, number of weeks duration, distribution throughout the various years of the teacher education program
2. Content of the practicum throughout the various years of the program
3. Student preparation for the practicum experience
4. Integration of course theory into the practicum experience
5. Role of the cooperating teacher
6. Role of the faculty consultant
7. Evaluation of the student teacher's performance
8. Outcomes: including attainment of objectives and correction of skill deficiencies
9. Interorganizational factors: including communication links between university and school personnel, role preparation, practicum planning activities and administrative flexibility in adapting to changes in the existing programs.

DESIGN OF THE STUDY

Method

Questionnaires were developed for each of the areas listed above. Information gathered by questionnaire was supplemented by interviews in some instances. Responses were sought from participants in the three major practicum courses offered by the Faculty of Education. These were: (a) Education Practicum 201—the junior practicum for Elementary majors; (b) Education Practicum 301—the senior practicum for Elementary majors; and (c) the Education Practicum 35x series which included all Secondary majors as well as students specializing in Vocational Education and Industrial Arts. Furthermore, in analyzing the data for the senior Elementary practicum, an effort was made to distinguish the responses of personnel associated with Plan B[1] — the team-taught integrated program — from those in the rest of the program. At the Secondary level, each major was considered to be somewhat unique and analyses often involved comparisons between majors.

A study of various dimensions of the practicum, using a framework derived from the literature on organizational effectiveness, was a project in a doctoral seminar conducted in the winter term, 1978, in the Department of Educational Administration at the University of Alberta. The report of this study is found in a separate document entitled, "Organizational Effectiveness in the Education Practicum Program at The University of Alberta."

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[1] A limited number of Elementary Route majors enroll in Plan B in the third year of their program. The distinctive features of the program centre around a field experiences core in the fourth year and the team approach taken with regard to Curriculum and Instruction, Basic Education and the practicum components. Students remain in one group for all activities except student teaching.

Sample

An attempt was made to obtain a representative sample, stratified by major, of students and cooperating teachers who comprised the populations of each of the aforementioned programs. A disproportionate number was selected in majors such as Drama which involved few students and cooperating teachers. In these instances, all participants were included so that the number of respondents would be large enough for meaningful comparisons to be made. Also, to facilitate mailing questionnaires to schools, the cooperating teacher sample was biased somewhat in favor of those schools which had several participating teachers. Despite these minor departures from representativeness, the sample is considered fairly representative of the total population.

In the case of faculty consultants, certain major areas were large enough that some random selection was possible; for example, Secondary Social Studies and those involved in the senior Elementary practicum. For some areas, however, only one or two faculty consultants were involved, making meaningful comparisons among such specializations difficult or impossible.

Fifty-three administrators (principals or assistant principals) were randomly selected from all the schools which had been included either in the study of organizational variables or in the present study.

Table 1 provides the numbers of participants from each program who were sent questionnaires as well as the number of usable questionnaires returned.

Table 1

Numbers of Questionnaires Mailed and Rates of Return

Practicum Program	Groups	Number of Questionnaires Mailed	Number and Percent Returned
Junior Practicum for Elementary Majors	Students	62(+2)[1]	44 (71%)
	Cooperating Teachers	60	43 (72%)
	Faculty Consultants	16(+1)	15 (94%)
Senior Practicum for Elementary Majors	Students	111(+4)	78 (70%)
	Cooperating Teachers	126	96 (76%)
	Faculty Consultants	52	37 (71%)
Senior Practicum for Secondary Majors and Vocational and Industrial Education Majors	Students	116(+4)	84 (72%)
	Cooperating Teachers	136	98 (72%)
	Faculty Consultants	64	49 (76%)
All three programs	Administrators	52(+1)	42 (81%)
TOTALS	Students	289(+10)	206 (71%)
	Cooperating Teachers	322	237 (74%)
	Faculty Consultants	132(+1)	101 (77%)
	Administrators	52(+1)	42 (81%)

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[1] Numbers in parentheses in this column indicate questionnaires returned due to change of address. These were not used in computing the percentage return.

For several of the analyses undertaken, a further breakdown of some of the groups was done. Table 2 reveals the numbers of Senior Elementary Practicum respondents who were in Plan B—the integrated Elementary program—and the numbers who were in the regular program. Overall, the Plan B respondents represented about 8 percent of the Elementary Route majors.

Table 3 is a breakdown of the Secondary and Industrial and Vocational Education respondents by subject matter major. As evident, the numbers in several of these majors were quite small. It was not possible therefore to include all majors in the analyses by major which are presented in this report.

Table 4 is an overall breakdown by participants who were associated with either the four-year B.Ed. program or the two-year after-degree program. As evident, approximately three quarters of these were associated with the former.

Instrumentation

Questionnaires sent to students in the two senior student teaching practicums (301 and 35x) were identical. Questionnaires to cooperating teachers and faculty consultants were parallel to the senior student questionnaires with respect to all the dimensions being assessed except that items measuring organizational effectiveness were added.

Modified forms of the three questionnaires were developed for junior Elementary practicum (201) participants. The same dimensions were included but varied according to the particular objectives of that practicum.

Table 2

Numbers of Plan B and Other Senior Elementary Practicum Participants

	Plan B	Others
Students	8	68
Cooperating Teachers	6	80
Faculty Consultants	2	34

Table 3

Numbers of Secondary and Industrial and Vocational Education Participants who Returned Questionnaires

	Social Studies	English	Language	Mathematics	Science	Fine Arts[1]	Phys. Ed.	Home Ec.	Voc. Ed.& Ind. Arts	Bus.	No Response
Students	18	8	3	3	12	12	9	8	6	2	1
Cooperating Teachers	13	10	5	5	7	17	13	4	7	5	3
Faculty Consultants	6	4	2	7	7	3	7	4	4	2	

[1] Includes drama, art, and music.

Table 4

Numbers of Four-Year B.Ed. and Two-Year After-Degree Practicum Participants

Practicum Program	Four-Year B.Ed.	Two-Year After Degree
Junior Elementary	33	11
Senior Elementary	68	8
Secondary and Industrial and Vocational Education	56	26

A special questionnaire was developed for the administrator sample and included some organizational items paralleling the faculty consultant and cooperating teacher items. The administrator questionnaire also included a unique set of items involving an adaptability-flexibility component. The appendix to this report contains one example from the set of parallel questionnaires used in gathering the data.

Data Collection

Student questionnaires were mailed immediately following the student teaching experience in April, 1978. Faculty consultant questionnaires were delivered during the first and second weeks of May and the cooperating teacher questionnaires were mailed during the third and fourth weeks of May. The last to be sent were the administrator questionnaires. They were mailed on June 7.

All student questionnaires returned by June 14 were included in analyses. The "cut-off" date for faculty consultant and cooperating teacher questionnaires was June 16. Administrator questionnaires were coded last and all those received by June 20 were included in the analyses. Computations associated with the descriptive data and the statistical tests employed were completed by the end of June.

Data Analyses

The questionnaires used in this study included three types of items. Open-ended questions were either descriptive, requiring the establishment of categories of responses on a post hoc basis, or quantitative, where a numerical response such as a percentage was requested. Frequency counts were made, with average percentages computed where appropriate. The second type of item invited respondents to rate various aspects of the program on a five-point Likert scale. These responses were analyzed using descriptive statistics with t tests and analysis-of-variance techniques employed in some instances. A third type sought responses of a nominal nature, with analysis by frequency count and, where appropriate, the Chi Square statistic.

All items completed by a respondent were included in the analyses. Since not all respondents completed every item, the N's for a given group differed from analysis to analysis. These differences are apparent in the various tables in the chapters which follow.

Within the usual limitations imposed by the statistical procedures employed, the results for each of the three practicum groups taken as a whole are generalizable to the greater population. Inferences based on analyses for narrowly defined sub-groups such as the fine arts specialization, are not generally justified due to the small numbers involved.

CHAPTER 2

STRUCTURE, CONTENT AND STUDENT PREPARATION

This chapter contains the findings for those aspects of the study associated with the structure and content of the practicum, as well as student preparation for the practicum experience.

STRUCTURE OF THE PRACTICUM

Respondents for the two senior practicum programs were asked to assess the length of time spent by student teachers in the practicum just completed. Their responses are reported in Tables 5, 6 and 7. Participants in the senior Elementary practicum felt the time spent was either "about right" or "too short," with the majority of students (56%) and faculty consultants (62%) indicating that it was "too short." Cooperating teachers were evenly divided on this matter. However, differences in responses among the three groups were not statistically significant. The responses for the senior Elementary practicum as a whole are shown in Table 5.

When students enrolled in the senior Elementary practicum were

Table 5

Length of Time Spent in Student Teaching by Senior Elementary Practicum Students

		Percent Choosing Each Response Category		
Respondent Group[1]	N	Too Long	About Right	Too Short
Students	77	0	43	56
Cooperating Teachers	86	1	48	51
Faculty Consultants	36	0	38	62

[1] The differences among the three responding groups shown were statistically not significant.

Table 6

Length of Time Spent in Student Teaching as Perceived by Plan B and Other Elementary Majors

		Percent Choosing Each Response Category		
Respondent Group[1]	N	Too Long	About Right	Too Short
Plan B Elementary Majors	8	0	88	12
Other Elementary Majors	59	0	34	66

[1] Even though the number of Plan B respondents was small, the difference between the two groups shown was statistically significant at the .05 level.

Table 7

Length of Time Spent in Student Teaching by Secondary and Industrial and Vocational Education Students

Respondent Group[1]	N	Percent Choosing Each Response Category		
		Too Long	About Right	Too Short
Students	82	5	63	32
Cooperating Teachers	89	0	47	53
Faculty Consultants	46	0	59	41

[1] The differences among the three responding groups were statistically significant at the .05 level.

separated into Plan B and other four year program students, responses for the two groups were significantly different (Table 6). Most Plan B students (88%) reported that the length of practicum was "about right" whereas only a third of the other B.Ed. program students felt this way. The other two-thirds reported that the practicum was "too short."

Participants associated with the senior practicum for Secondary and Industrial and Vocational Education majors also generally reported that the length of time spent was either "about right" or "too short." The majority of students (63%) and faculty consultants (59%) indicated that it was "about right" while a small majority of cooperating teachers (53%) reported that it was "too short." The differences among the three groups were statistically significant at the .05 level. The findings are reported in Table 7. An analysis by subject major revealed no significant differences among the responses.

Differences between the senior Elementary practicum student responses and those of the senior Secondary and Industrial and Vocational Education students were significant at the .01 level. The majority of Secondary and Industrial and Vocational Education students (68%) reported that the length of practicum was either "about right" or "too long" whereas a small majority (53%) of the senior Elementary practicum students indicated that it was "too short."

Participants in the two programs were also asked to provide their opinions about the optimum amount of time a student teacher should spend in a single situation (for example, with one cooperating teacher) and the amount of time which should be spent in the total practicum. Response alternatives were: 2, 4, 6 and 8 weeks, plus a fifth alternative (other — specify) in the former case, and 8, 10, 12 and 14 weeks, plus a fifth response alternative (other — specify) in the latter. The findings for each of the two programs are reported in Tables 8 (Elementary) and 9 (Secondary and Industrial and Vocational Education).

Differences among the group means for a single situation were not significantly different for the three responding groups associated with the senior Elementary practicum. Differences among group means for total time that should be spent in practicum were significant at the .01 level. The greatest difference was between students and cooperating teachers in relation to the total practicum with means of 10.9 and 9.9 weeks, respectively. Although statistically significant, for all practical purposes this difference is not large. The overall averages for the three groups of Secondary and Industrial and Vocational Education respondents were 5.3 weeks recommended for each situation or round and 9.1 weeks for the total practicum. Differences among the three responding groups were not large in each instance, although they were statistically significant at the 0.01 level among the single situation group means. Differences between means for participants in the two programs suggest a preference for a slightly longer practicum for the senior Elementary practicum students than for those in Secondary and Industrial and Vocational Education.

In responding to the questions on optimum length of the practicum, it should be noted that nearly 20% of the participants chose the "other" alternative rather than checking one of the weekly intervals provided. Many indicated a practicum length between

Table 8

Optimum Time a Student Teacher Should Spend in a Single Situation and in the Total Practicum as Perceived by Senior Elementary Practicum Respondents

Respondent Group	N	In a Single Situation Mean Weeks[1]	In Total Practicum Mean Weeks[2]
Students	62	5.6	10.9
Cooperating Teachers	82	5.6	9.9
Faculty Consultants	25	5.2	10.2
Average of the Means		5.5	10.3

[1] Differences not significant.

[2] Differences here significant at the .01 level.

Table 9

Optimum Time a Student Should Spend in a Single Situation and in the Total Practicum as Perceived by Secondary and Industrial and Vocational Education Respondents

Respondent Group	N	In a Single Situation Mean Weeks[1]	In Total Practicum Mean Weeks[2]
Students	73	5.1	9.4
Cooperating Teachers	83	5.7	9.4
Faculty Consultants	41	5.0	8.6
Average of the Means		5.3	9.1

[1] Differences significant at the .05 level.

[2] Differences not significant.

alternatives provided, such as 3, 5 or 7 weeks (rather than 2, 4, 6 or 8 weeks). The means for these responses in the case of the item on the single situation were the same as those for respondents who chose one of the alternatives provided. In the case of the total practicum, nearly all of the "other" responses indicated a preference for more than fifteen weeks of practicum with a few suggesting very large amounts of time such as a full year of student teaching. These responses were not included in computing the means. A few Faculty Consultants associated with each of the programs suggested the need to base optimum total time on individual student differences. Although such an approach would present many administrative problems, it would seem worthy of closer examination.

Students were asked in how many divisions their responsibilities lay during the practicum. Divisions were defined as Primary (K-3), Intermediate (4-6), Junior High (7-9), and Senior High (10-12). The object was to determine how broad the experience had been in terms of exposure to different levels. The majority of students from both elementary practicums indicated they had been in one division only. For the Junior Elementary Practicum, 38 of the 44 students reported having experience in only one division and the remaining six indicated two divisions. For the Senior Elementary Practicum 77 of the students reported having practice taught in one division and seven reported practice teaching in two divisions. At the secondary level, all students were exposed to both the Junior High and the Senior High with four of these indicating they had also taught in one elementary division and another stating she had taught at all four levels during the practicum. Most students from all programs had taught or observed in two or more classrooms during the practicum experience and in this way the number of different situations recommended (averaging at two) did not differ from the number actually experienced.

Distribution of Practicum for Four-Year B.Ed. Program and Two-Year After-Degree Program

Respondents were asked for their opinions on how the practicum experiences should be distributed throughout the four years of the B.Ed. program and the two years of the after-degree teacher education program. In Table 10 are presented the findings on the proportion of the total practicum which should appear in each year of the four-year program. Included in the table, but not used in computing the means, are the numbers of respondents in each group who reported that no portion of the practicum should appear in a given year. Overall, respondents seemed to prefer having about a tenth of the practicum in year 1, two-tenths in year 2, three-tenths in year 3 and four-tenths in the final year. The proportions are somewhat higher in the early years for the Elementary practicums than for the Secondary and Industrial and Vocational Education practicums and somewhat higher for the latter group in the two senior years as evident in the detailed breakdown given in Table 10.

In Table 11 is the breakdown by year of the preferred type of involvement by the student teachers. Noteworthy is the large proportion of the practicum, approximately half, which is recommended for observation during the first year and the small proportions, approximately equivalent, for the other three activities (teaching individual pupils, teaching small groups, and teaching the whole class). The shifts in

Table 10

Preferred Distribution of the Practicum Throughout the Four-Year B.Ed. Program

		Average Percent of Total Practicum Suggested for Each Year							
		Year One		Year Two		Year Three		Year Four	
Responding Group	N	%	Respondents Recommending No Practicum During Year	%	Respondents Recommending No Practicum During Year	%	Respondents Recommending No Practicum During Year	%	Respondents Recommending No Practicum During Year
Junior Elementary Practicum									
Students	21	15	(4)	21	(2)	31	(1)	32	(2)
Cooperating Teachers	41	14	(7)	17	(6)	28	(2)	42	(1)
Faculty Consultants	14	8	(3)	20	(1)	32	(0)	40	(1)
Total	76	13.2		18.9		29.7		38.3	
Senior Elementary Practicum									
Students	35	11	(9)	22	(3)	34	(1)	33	(2)
Cooperating Teachers	83	13	(14)	19	(6)	29	(4)	38	(6)
Faculty Consultants	56	10	(15)	20	(4)	29	(3)	40	(5)
Total	174	11.6		19.9		30.0		37.6	
Secondary and Industrial and Vocational Education Practicum									
Students	50	6	(28)	17	(12)	40	(1)	37	(8)
Cooperating Teachers	89	10	(27)	13	(22)	31	(5)	47	(1)
Faculty Consultants	43	10	(10)	18	(5)	38	(2)	35	(7)
Total	182	8.9		15.3		35.1		41.4	
Administrators	37	11	(8)	19	(3)	33	(2)	37	(6)

Table 11

Preferred Type of Involvement in Each Year of the Four-Year B.Ed. Program

	Type of Involvement in Percent[1]				
Year of Program and Responding Group	Observation	Teaching Individual Pupils	Teaching Small Groups	Teaching Whole Class	Other
First					
Students	41.5	13.8	12.1	8.7	1.4
Cooperating Teachers	43.8	13.8	14.5	10.1	1.6
Faculty Consultants	43.8	13.3	10.9	7.6	2.4
Administrators	46.0	12.6	9.1	9.5	2.7
Second					
Students	28.1	19.0	20.7	21.0	1.3
Cooperating Teachers	28.7	18.3	20.2	18.9	1.5
Faculty Consultants	29.8	18.5	23.1	17.2	2.1
Administrators	29.4	17.8	19.1	21.7	1.4
Third					
Students	12.9	14.4	24.0	44.4	1.3
Cooperating Teachers	15.7	13.2	22.9	42.1	1.3
Faculty Consultants	14.3	12.9	21.3	46.6	3.4
Administrators	16.4	16.1	20.4	45.1	1.6
Fourth					
Students	5.2	8.2	15.4	59.1	1.1
Cooperating Teachers	8.3	6.8	13.4	66.1	1.4
Faculty Consultants	7.8	8.0	12.1	54.0	6.6
Administrators	7.1	7.9	15.1	51.1	2.3

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[1] Percentages in each row do not add up to 100 because of the inclusion (in making the computations) of the zero responses under each type of involvement by some respondents who preferred to have no practicum during a given year. The average percentages shown in each row, particularly for years 1, 2 and 4 are lower than they would have been if these responses had been omitted.

proportions from year 1 to year 4 reveal a desire for very little emphasis during the last year on observation and much greater emphasis, to about three-fifths of the time, being given to teaching the whole class. Preference for proportions of time devoted to teaching individual pupils drops somewhat from year to year while that devoted to teaching small groups appears to follow a somewhat curvilinear pattern with greater emphasis during the middle two years. Patterns among responding groups are highly consistent. The percentage of respondents who recommended no practicum for the first year of the program was about 27%; for the second year it was about 13%; for the third year, about 4%; and for the fourth year just over 8%. As shown in Table 10, the majority of these people, particularly in the first two years, were respondents associated with the Secondary and Industrial and Vocational Education practicum.

The responses of participants in the after-degree program indicated that nearly all felt the practicum should be included in both years of the program. Overall means were 42% and 58% for the first and second years, respectively. In Table 12 is the breakdown by year of the preferred type of involvement by student teachers for the two years of the after-degree program. The responses indicate a preference by most participants for a large percentage of the practicum to be devoted to teaching the whole class. Mean percentages for the first year ranged from 28.1% for faculty consultants to 37.3% for administrators for the proportion of time which should be devoted to this type of involvement, and for the second year, the range was

Table 12

Preferred Type of Involvement in Each Year of the Two-Year After-Degree B.Ed. Program

Year of Program and Responding Group	Type of Involvement in Percent[1]				
	Observation	Teaching Individual Pupils	Teaching Small Groups	Teaching Whole Class	Other
First					
Students	15.7	14.2	16.1	35.8	1.0
Cooperating Teachers	26.1	16.0	21.0	34.0	0.9
Faculty Consultants	29.4	16.4	22.0	28.1	3.0
Administrators	27.2	14.6	19.2	37.3	1.0
Second					
Students	11.1	9.2	14.2	51.9	0.7
Cooperating Teachers	10.4	8.1	14.1	64.5	1.2
Faculty Consultants	11.6	10.7	16.7	53.6	2.8
Administrators	10.6	10.1	15.9	56.2	1.9

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[1] Percentages in each row do not add up to 100 because of the inclusion (in making the computations) of the zero responses under each type of involvement by some respondents who preferred to have no practicum during a given year.

from 51.9% for students to 64.5% for cooperating teachers. None of the participant groups appeared to favor as large a portion of the practicum being spent in observation as was the case for the first year of the four-year program. As for the four-year program, there were differences between years in the proportions of the practicum recommended for each type of involvement. Percentages were greatest for observation in the first year, ranging from 15.7% by the students to 29.4% by faculty consultants. The heavy weight given to "teaching the whole class" for the second year of the after-degree program is similar to that assigned for the final year of the four-year program.

Several respondents indicated that a small percentage of each year's practicum should be spent on "other" types of involvement. The types noted under "other" included such activities as supervision, marking papers, library work, micro-teaching, seminars at the university and general management routines.

Students enrolled in the three practicum programs were asked to report the percentages of time actually spent on the five types of activities. A breakdown of responses for each of the programs is provided in Table 13. Comparison of actual with preferred emphasis reveals a desire for more time in the junior practicum to be devoted to observation and to teaching individual pupils than was reported by respondents and substantially less to teaching the whole class. In the senior years the preference appears to be for more time on small group instruction and less on whole class instruction than was the case.

Overall, the responses of participants in the four-year program

Table 13

Actual Percentages of Time Spent on Each Type of Activity

Students	Observation	Teaching Individual Pupils	Teaching Small Groups	Teaching Whole Class	Other
Junior Elementary	25	7	25	40	3
Senior Elementary	11	3	12	72	2
Secondary and Industrial and Vocational Education	12	8	8	69	2

suggest that there should be some immediate contact with the schools in the first year during which time there would be a heavy concentration on observation; that there should be a gradual easing into whole class teaching over the next two years of the program; and that in the final year, the role of student teacher would closely approximate that of full-time teacher. Suggested time allocations for the first year of the after-degree program bear great similarities to those for the second and third years of the four-year program. Preferences for the second year of the after-degree program are not unlike those of the final year of the four-year program.

Full-Day or Half-Day Experiences

Participants in the three practicum programs were asked to describe their practicum in terms of length of time spent in the program and the day to day continuity of the experiences. They were also invited to give their preferences for half-day or full-day experiences.

As for the actual schedules followed, the majority of students enrolled in the Junior Elementary Practicum reported a pattern of two whole days each week for five weeks. A few indicated that their practicum involved two half days for ten weeks and several others reported different half-day configurations over a space of several weeks.

The majority of Senior Elementary students reported following a schedule involving a day and a half each week for ten weeks followed by a full week of student teaching. Plan B students were an exception, following a pattern which included from 9 to 10 full weeks, in two or three rounds, separated by course work at the University. The few "others" reported half-day configurations similar to the Junior Elementary Practicum program. Nearly all secondary students reported practicums involving several weeks of full days, generally in two separate rounds separated by a week or more at the University. The few who followed a different pattern included seven fine arts majors (music and drama) who followed schedules involving either five half days per week or two full days per week. A few Vocational Education and Business majors reported similar half-day schedules.

As for the preferences for half-day or full-day experiences, evident in Table 14, respondents in all three practicums overwhelmingly favored full-day experiences. A large number checked the "other" category, particularly those associated with the junior and senior Elementary practicum programs. Of these, the great majority suggested that not only full days but "full consecutive days" and "full consecutive weeks" should be implemented. A few respondents suggested large blocks of time, for example "six to eight week blocks," "four weeks full time," and "four days per week, for several weeks." Reluctance to simply check the "full days" response category may be an indication, particularly by the elementary students and their supervisory personnel, that they deemed the existing practicums in this field — which frequently consisted of half-day experiences or non-consecutive full days — to be quite unsatisfactory.

Table 14

Preferences for Half-Day and Full-Day Practicums

Respondent Group	N	Half-Day	Full-Day	Other[1]
Junior Elementary Practicum				
Students	32	0	22	10
Cooperating Teachers	40	2	30	8
Faculty Consultants	14	1	13	0
Senior Elementary Practicum				
Students	75	0	59	16
Cooperating Teachers	85	1	63	21
Faculty Consultants	36	1	30	5
Secondary and Industrial and Vocational Education Practicum				
Students	82	2	77	3
Cooperating Teachers	89	3	84	2
Faculty Consultants	45	0	44	1

[1] Respondents choosing this category specified that they preferred full consecutive days, full consecutive weeks, 4 days per week for several weeks, 4 week blocks, 6 to 8 week blocks, etc.

Time Spent in First and Second Areas of Specialization

Students from the three programs were asked to report the total student teaching time which was spent in their major area of specialization. Students from the senior Elementary and the Secondary and Industrial and Vocational Education practicums were also asked how much of the total time was spent in the second area of specialization. Results for the three programs are reported in Tables 15 and 16.

Responses for the programs indicate that elementary majors were spending less than 50% of the time in either their major area of specialization or their second area. This may be reasonable since elementary teachers are usually expected to teach all subject areas. Secondary students were spending a large portion of their time teaching in their major area of specialization with 92% of the students reporting spending 61% or more of their time in the major area. Very little time was spent teaching in other areas. Table 16 indicates that 86% of the secondary students spent 20% or less of their practicum in their second area.

Although preferences for more or less time spent in student teaching in the two main areas of specialization were not sought in the present study it would seem reasonable to assume that the two extremes shown in the table should be avoided. It is probably unwise to spend all of one's time in only one specialization in view of the low probability of the novice obtaining a teaching post which would permit his or her remaining entirely in this area of specialization. On the other hand, if one chooses a major area of specialization it would seem reasonable to expect some opportunity to student teach in this area. As

Table 15

Total Student Teaching Time Spent in Major Area of Specialization

		Percent of Time Spent in Major Area					
Respondent Group	N	Less than 5%	6 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Junior Elementary Students	44	36%[1]	34%	2%	9%	5%	14%
Senior Elementary Students	76	34%	22%	12%	10%	7%	16%
Secondary and Industrial and Vocational Education Students	82	0%	1%	0%	7%	16%	76%

[1] Percentages in the body of the table represent the proportion of student teachers who fell into each of the six ranges of time spent in their major area of specialization during the practicum.

Table 16

Total Student Teaching Time Spent in Second Area of Specialization

		Percent of Time Spent in Second Area					
Respondent Group	N	Less than 5%	6 to 20%	21 to 40%	41 to 60%	61 to 80%	81 to 100%
Senior Elementary Students	71	20%[1]	34%	21%	16%	4%	6%
Secondary and Industrial and Vocational Education Students	76	83%	9%	5%	3%		

[1] Percentages in the body of the table represent the proportions of the respondents reporting having spent the indicated amounts of time in their second area of specialization.

indicated in Table 15, a surprisingly high percentage of respondents were found in the two extreme time-range categories.

STUDENT PREPARATION FOR THE PRACTICUM

All participants in the three programs were asked to rate the student teachers' preparation for the practicum experience in ten areas. Ratings were done on a scale from 1 (very inadequate) to 5 (very good). Mean ratings given by each group of respondents are reported in Table 17.

Junior Elementary Practicum. For the junior Elementary practicum program, Knowledge of Course Content was rated below 3 by all three groups, with the mean rating by cooperating teachers of 2.3 being significantly lower than that given by the other two groups. Knowledge of Learning Theory and Managing Classroom Routines each received two mean ratings of less than 3, suggesting that preparation in these areas was considered less than adequate. Ratings by cooperating teachers were lowest for both of these areas, with the difference between means for cooperating teachers and faculty consultants in relation to Learning Theory being significant at the .05 level. Classroom Control and Evaluative Skills were rated highest for the junior Elementary practicum students, with the highest mean rating of 4.0 assigned by the students themselves, in relation to Evaluative Skills.

Senior Elementary Practicum. For the senior Elementary practicum, low ratings were assigned for Knowledge of School Organization and Classroom Control. Cooperating teachers and faculty consultants gave mean ratings of 2.9 for those components. Consistently low ratings were also given for Knowledge of School Curriculum. In addition,

Table 17

Ratings of Student Preparation for the Three Practicums[1]

Practicum and Respondent Group	Knowledge of Course Content	Knowledge of School Curriculum	Knowledge of Methodology	Knowledge of Learning Theory	Knowledge of School Organization	Knowledge of the Foundations of Education	Management of Routines	Classroom Control	Inter-Personal Skills	Evaluative Skills
Junior Elementary Practicum										
Students	2.8 [2]	2.9	3.4	2.8	3.2	3.1	2.9	3.6	3.1	4.0
Cooperating Teachers	2.3	3.0	3.3	2.6 [2]	2.9	2.8	2.8	3.6	3.2	3.8
Faculty Consultants	2.9	3.3	2.9	3.5	3.2	3.3	3.1	3.9	3.2	3.7
Senior Elementary Practicum										
Students	3.4	3.0	3.6	3.6	3.2	3.3 [2]	3.3	3.1	3.8	3.3
Cooperating Teachers	3.0	2.7	3.3	3.6	2.9	3.3	3.2	2.9	3.7	3.3
Faculty Consultants	3.2	3.0	3.5	3.2	2.9	2.8	3.3	2.9	3.5	2.8
Secondary and Industrial and Vocational Education Practicum										
Students	3.6	3.4 [2]	3.3	3.4	3.0	3.2	3.4	3.5	3.9	3.4
Cooperating Teachers	3.3	2.7	3.2	3.3	2.8	3.2	3.2	3.2	3.6	3.4
Faculty Consultants	3.7	3.3	3.6	3.3	3.1	3.1	3.3	3.2	3.6	3.1

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[1] The means shown for each practicum were computed on the basis of five response categories where the numeral 1 represents *very inadequate preparation* and 5 represents *very good preparation*.

[2] The square brackets link the pairs of means which were significantly different at the .05 level of significance.

faculty consultants also gave ratings below 3 to Knowledge of the Foundations of Education and Evaluative Skills. Highest ratings were generally given for Interpersonal Skills.

Senior Secondary and Industrial and Vocational Education Practicums. Student preparation in the Secondary and Industrial and Vocational Education practicums received mean ratings of less than 3 in two areas only. Cooperating teachers gave mean ratings of 2.7 and 2.8 for Knowledge of School Curriculum and School Organization, respectively, with the mean rating for Knowledge of School Curriculum being significantly lower than that given by both students and faculty consultants. Highest ratings were assigned to Knowledge of Course Content and Interpersonal Skills.

A one-way analysis of variance was carried out on the mean ratings for each program using students, cooperating teachers and faculty consultants as the three levels of the independent variable. For the Secondary and Industrial and Vocational Education program, a two-way analysis of variance was performed with eight levels corresponding to the major areas of study. For the senior Elementary program, t tests were carried out between mean student ratings by the Plan B and "other" groups.

In the case of the senior Elementary program, the mean rating of 4.1 by Plan B students for their preparation in the Foundations of Education was significantly higher (at the .01 level) than that of the "other" B.Ed. students, whose mean rating was 3.2.

Significant differences were found among the Secondary and

Industrial and Vocational Education majors in two preparation areas. The overall grand mean for Classroom Control was 3.3. Home Economics and Science, with mean ratings of 2.6 and 2.8 respectively, both differed significantly from Social Studies which had a mean of 3.7. The overall mean for preparation in Interpersonal Skills was 3.7 with the two majors of science and fine arts (music, art, drama) differing significantly with mean ratings of 3.0 and 4.0, respectively. The somewhat low ratings for preparation in Classroom Control given home economics and science students by all participants may be a reflection of the laboratory nature of the classroom for those majors. These classrooms may require greater facility with control techniques than the classrooms in other major areas.

In summary, with the exception of particular areas discussed above, it was apparent that preparation for the three programs was generally considered adequate. Attention might be given to measures designed to enhance the knowledge of student teachers in at least the following areas: Course Content and Managing Classroom Routines for the junior Elementary practicum, School Curriculum, School Organization and Classroom Control for the senior Elementary practicum, and School Organization for the senior Secondary and Industrial and Vocational Education practicum.

Overcoming Deficiencies in Student Preparation

The immediately preceding section reported perceptions of the extent to which students were prepared for the practicum experience. A further consideration was the extent to which deficiencies were corrected as a result of the practicum. All respondents were asked to rate the effectiveness of the practicum in overcoming deficiencies in the same ten areas of preparation using a five-point scale similar to the one utilized for the previous item, that is a rating of 1 to indicate that the given practicum was not at all helpful in overcoming deficiencies in the particular area and a rating of 5 to indicate that it was very helpful in overcoming these deficiencies. The results are reported in Table 18.

Junior Elementary Practicum. The junior Elementary practicum seems to have been fairly effective in the ten skill areas. Most of the ratings indicate that respondents felt the practicum did a "good" job in assisting student teachers in correcting deficiencies, with means of 3.4 or higher. The one exception was for Knowledge of the Foundations of Education, where ratings given indicated the practicum did an "adequate" job. The junior Elementary practicum was perceived as quite effective in overcoming deficiencies in Knowledge of Course Content and Management of Routines, the two areas for which these students were judged lowest in terms of preparation.

Senior Elementary Practicum. Ratings of the senior Elementary practicum indicated that this practicum also was helpful in correcting deficiencies in most of the skill areas. The exception, as with the junior Elementary practicum, was in relation to deficiencies in Knowledge of the Foundations of Education, where the ratings on average fell midway between not at all helpful and very helpful.

The three areas for which students had been judged least adequate in terms of their prior preparation, namely, School Curriculum, School

Table 18

Ratings of Practicum in Helping to Overcome Deficiencies in Student Teacher Preparation[1]

Practicum and Respondent Group	Knowledge of Course Content	Knowledge of School Curriculum	Knowledge of Methodology	Knowledge of Learning Theory	Knowledge of School Organization	Knowledge of the Foundations of Education	Management of Routines	Classroom Control	Inter-Personal Skills	Evaluative Skills
Junior Elementary Practicum										
Students	4.0	3.8	4.0	3.7	3.9	3.1	4.4	4.3	4.2	3.9
Cooperating Teachers	3.8	3.7	3.8	3.4	4.0	3.1	4.2	4.0	3.8	3.8
Faculty Consultants	3.7	3.7	3.9	3.4	4.2	3.0	4.4	4.3	3.8	3.7
Senior Elementary Practicum										
Students	4.2	4.0	4.1	3.5	4.0	3.0	4.6[2]	4.4	4.2[2]	3.9
Cooperating Teachers	4.1	4.0	4.0	3.6	4.1	3.1	4.4	4.3	4.0	4.0
Faculty Consultants	3.8	4.1	4.0	3.1	4.0	2.7	4.3	4.2	3.7	3.7
Secondary and Industrial and Vocational Education Practicum										
Students	3.8	3.9	3.9	3.3	3.6[2]	3.0	4.2	4.1	4.2[2]	3.8
Cooperating Teachers	3.8	3.7	3.9	3.3	3.7	3.0	4.1	4.0	3.8	3.8
Faculty Consultants	3.9	4.0	4.0	3.2	4.2	3.0	4.3	4.1	3.7	3.6

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[1] The means shown were computed on the basis of five response categories where 1 represents not at all helpful and 5 represents very helpful.

[2] The square brackets link the pairs of means which were significantly different at the .01 level of significance.

Organization and Classroom Control, were given ratings of 4.0 or higher by each respondent group. These ratings suggest that the practicum was quite effective in overcoming student deficiencies in the three areas.

Secondary and Industrial and Vocational Education. As with the other two practicums, this practicum program was viewed as being generally helpful in overcoming student deficiencies in preparation in the various skill areas. It was judged least helpful for Knowledge of the Foundations of Education with ratings falling midway between not at all helpful and very helpful. Knowledge of Learning Theory received only a slightly higher rating. The Secondary and Industrial and Vocational Education practicum was perceived as quite effective in overcoming deficiencies in Knowledge of School Organization, the area for which these students were judged lowest in terms of preparation.

Overall, the three practicums were perceived to be generally helpful in correcting deficiencies in eight of the ten knowledge and skill areas identified. The practicums were viewed as not nearly as helpful in correcting deficiencies in Knowledge of the Foundations of Education, especially, and Knowledge of Learning Theory. In view of the nature of practicum experience, to find it less helpful in these two areas should not be a surprise. The consistently high ratings given Management of Routines and Classroom Control are also reassuring.

INTEGRATION OF THE PRACTICUM WITH COURSES

Participants in the three programs were asked two questions regarding the integration of courses with the practicum, the first of which concerned the desirability of integrating the various courses with the practicum. Table 19 summarizes the percentages of respondents expressing a desire for integration with the various course fields. A large majority of respondents in each group considered it desirable to integrate Curriculum and Instruction or Industrial and Vocational Education courses with the practicum. Of the three responding groups students gave the lowest percentage of "yes" responses but even these represented more than 80% of the total.

Responses to the separate item on desirability of integrating other education courses with the practicum indicated that cooperating teachers and faculty consultants were generally in favor of integration. Up to 44% of students, however, were not in favor of integration, while many cooperating teachers (37%) in the Secondary and Industrial and Vocational Education program were also against such integration.

Responses for courses in Educational Administration and Educational Foundations indicated that most participants were against integration with the practicum programs. An exception was for faculty consultants in the senior Elementary program who were about evenly divided as to whether the two courses should be integrated. There was little consensus among respondents concerning the desirability of integration with courses in Educational Psychology and Audio-Visual Education. Students in the junior Elementary program were more against integration than in favor whereas students in the other programs were more evenly divided. Cooperating teachers in both Elementary programs generally indicated they desired integration while the majority of those in the Secondary and Industrial and Vocational Education

Table 19

Expressed Desire for Integrating Course Theory with Each Practicum

Practicum and Respondent Group	N	C.I. or Ed. Ind. Courses[1]	Other Education Courses[2]	Educational Administration	Educational Foundations	Educational Psychology	Audio-Visual Education	Other
		Percent of Respondents Expressing Desire for Integration with Various Course Fields						
Junior Elementary Practicum								
Students	44	81	57	30	20	48	32	5
Cooperating Teachers	41	97	93	33	30	75	60	20
Faculty Consultants	14	82	100	21	29	57	50	7
Senior Elementary Practicum								
Students	74	86	71	30	23	54	50	1
Cooperating Teachers	84	93	86	24	24	71	76	11
Faculty Consultants	36	97	91	50	53	81	67	12
Secondary and Industrial and Vocational Education Practicum								
Students	81	88	56	37	23	46	51	5
Cooperating Teachers	87	89	63	22	16	40	43	10
Faculty Consultants	46	95	84	46	33	67	63	13
OVERALL	507	90	74	31	25	58	55	9

[1] Curriculum and Instruction or Industrial and Vocational Education Courses.

[2] This column reports the responses to a global item which preceded an item detailing the specific courses shown in this table.

program were against. Faculty consultants for the junior Elementary program were nearly evenly divided but those in the other two programs were generally in favor.

In suggesting other courses for integration several cooperating teachers in the senior Elementary program indicated a preference for an integrated course in reading/language arts. Many faculty consultants and cooperating teachers suggested the integration of a course on classroom control, management and evaluation.

In general, the responses indicated that most were against integration with courses in Educational Administration and Educational Foundations. However, almost a third of respondents expressed a desire for such integration. This response may indicate that some aspects of these two courses are suited for integration with the practicum but not most of the content. On the other hand, the majority of respondents were in favor of integration with courses in Educational Psychology, Audio-Visual Education and the various Curriculum and Instruction and Vocational Education and Industrial Education courses.

The second question concerning the integration of education courses with the practicum invited participants to rate the degree to which each course had been effectively integrated. Table 20 summarizes the mean ratings on a five-point scale from 1 (very poorly) to 5 (very well).

Overall, integration was considered low for most courses as evident from the preponderance of means below 3. The main exception was the Curriculum and Instruction and Industrial and Vocational Education course category which was rated at 3.0 or higher on average by

Table 20

Degree to Which the Practicum was Effectively Integrated with Education Courses[1]

Practicum and Respondent Group	Curriculum and Instruction and Industrial and Vocational Education	Educational Administration	Educational Foundations	Educational Psychology	Audio-Visual Education
Junior Elementary Practicum					
Students	2.3	2.0	1.9	3.2	2.5
Cooperating Teachers	2.6	2.1	2.2	2.8	2.8
Faculty Consultants	2.7	2.4	2.3	2.8	2.5
Senior Elementary Practicum					
Students	2.5	1.9	1.7	2.8	2.8
Cooperating Teachers	2.6	1.8	2.0	2.9	2.8
Faculty Consultants	2.2	1.9	1.9	2.6	2.4
Secondary and Industrial and Vocational Education Practicum					
Students	3.6[2]	2.0	1.6	2.7[2]	2.8
Cooperating Teachers	3.0	2.0	2.0	2.3	2.5
Faculty Consultants	3.7	1.9	1.9	2.0	2.5

[1] Means shown on this table were computed on the basis of five response categories where the numeral 1 represented not at all integrated and 5 represented highly integrated.

[2] The square brackets shown link pairs of means that are statistically different at the .01 level of significance.

Secondary and Industrial and Vocational Practicum participants. Rated lowest on integration by all participants in the three practicum programs were the Educational Administration and Educational Foundations course — the same two which were rated lowest on expressed desire for integration. Perhaps surprising were the relatively low ratings given Curriculum and Instruction courses by the Elementary practicum participants and the Audio-Visual courses by all three practicum groups.

More detailed analyses revealed no significant differences among the ratings of Secondary students classified according to major. However, for the Elementary majors, Plan B students rated the integration of courses in Educational Administration, Educational Foundations and Educational Psychology significantly higher than did the other senior Elementary students. Mean ratings for the integration of the three courses were 3.6, 3.3, and 4.3, respectively, by Plan B students and 1.7, 1.5, and 2.7 respectively by "other" senior Elementary students. Differences were significant at the .01 level. This finding is reassuring. We seem to achieve what we work to achieve. Plan B, "the integrated program," purports to achieve integration and is viewed by students as doing so. In view of the results displayed in Tables 19 and 20 the question of whether other programs should in a similar fashion work to achieve greater integration would seem to be one worthy of considerable attention within the Faculty of Education.

Evaluation-Free Period for Student Teachers

The three practicum programs require written evaluations of student teachers. These generally consisted of comments provided under selected headings. In some instances, forms have been introduced which include ratings of the selected competencies as well as the written comment. In general, however, the majority of participants have been exposed to the comment rather than the check list form of evaluation.

Students were asked to indicate their preference for an evaluation-free period during the practicum. The responses are summarized in Table 21 for students in the senior Elementary and the Secondary and Industrial and Vocational Education programs.

The majority of students did not wish an evaluation-free period of student teaching although the number who did formed a large minority in each instance. Of those students who desired the evaluation-free time, most suggested that the first week of teaching a whole class should be free of evaluation. Several also suggested a week or more at the end of the practicum to experiment with teaching methods free of the pressure created by evaluation. A few students suggested that formative evaluation should always be available during the program.

SUMMARY

In this chapter were reported the study findings on the structure and content of the practicum, student teacher preparation for the practicum, extent to which the practicum helped overcome various deficiencies of student teachers, degree of integration of the practicum with other Education courses, and preference for an evaluation-free period in the practicum. The findings in summary form were:

1. Length of the Practicum. With the exception of those in the integrated Plan B program, the majority of respondents associated with the Elementary practicum reported that the practicum was too short.

Table 21

Preferences of Students for an Evaluation-Free Period in the Practicum

Respondent Group	N	Percentage Favoring Evaluation-Free Period
Senior Elementary	82	45
Secondary and Industrial and Vocational Education	74	38

Plan B respondents overwhelmingly stated that it was about right. Secondary and Industrial and Vocational Education students and faculty consultants, in the main, claimed it was about right whereas cooperating teachers were divided between "too short" and "about right." Overall, Elementary respondents recommended a practicum length of just over ten weeks, Secondary and Industrial and Vocational Education majors recommended just over nine weeks. Several respondents desired a substantially increased practicum, others recommended individualizing the practicum to the needs of student teachers.

2. Time in single student teaching situation. The average time recommended for each single situation was 5.5 weeks for the Elementary practicum and 5.3 weeks for the Secondary and Industrial and Vocational Education practicum. The number of different situations (rounds) experienced on average by students was two which was the same as the number recommended. Most Elementary students experienced practice teaching in only one Elementary division whereas all Secondary respondents experienced teaching in at least two Secondary divisions.

3. Distribution of practicum throughout B.Ed. program. Respondents on the average expressed a preference for a tenth of the practicum in year one of the four-year B.Ed. program; two-tenths in year two; three-tenths in year three; and four-tenths in the final year. For the two-year after degree program the preference was for just under half in the first year and just over half in the second. Respondents recommended: that in the first year of the four-year program about half the practicum be devoted to observation and the other half equally divided among teaching individual pupils, teaching

small groups and teaching the whole class; that the emphasis shift gradually throughout the four years so that in the last year about three-fifths of the time be spent in teaching the whole class and the remainder about equally spread over the other three areas. Suggested allocations for the two years of the after-degree program were similar to those of the two senior years of the four-year program.

Comparison of actual with preferred emphasis revealed a desire for more time in the junior practicum to be devoted to observation and to working with individual pupils than was reported and less time to teaching the whole class. In the senior years the preference was for more time on small group instruction and less on whole class instruction than was the case.

4. Continuity of practicum experiences. Respondents overwhelmingly favored full-day over half-day practicum experiences and "consecutive days" concentrated in large blocks of time over one or two days per week for an extended time period.

5. Time in areas of specialization. Although not generally so, a few students appeared to be spending extremely large or disproportionately small percentages of their practicum time doing student teaching in fields other than their first or second subject matter fields.

6. Student preparation for the practicum. Students entering the three practicum programs were rated as only moderately well prepared in each of ten knowledge and skill areas. Those in the junior Elementary practicum were judged least well prepared in knowledge of course content, knowledge of school curriculum, knowledge of learning theory and management of routines; the senior Elementary students were

least well prepared in knowledge of school curriculum, knowledge of school organization and classroom control; Secondary and Industrial and Vocational Education students were least well prepared in knowledge of school organization and knowledge of the foundations of education.

7. Overcoming deficiencies in student teacher preparation. The three practicums were viewed as fairly effective in eight of the ten knowledge and skill areas and more particularly in overcoming deficiencies in knowledge of course content, knowledge of school curriculum, knowledge of school organization, management of routines and classroom control.

8. Integration of the practicum with other Education courses. The extent of integration of practicum courses with other Education courses was perceived generally to be low with the possible exception of the Curriculum and Instruction and Industrial and Vocational Education Courses. Most respondents favored integration with these latter courses, a moderate number favored integration with courses in Audio-Visual Education and Educational Psychology, and few favored integration with Educational Foundations and Educational Administration.

9. Evaluation-free period for student teachers. The majority of students did not wish an evaluation-free period during the practicum. Of those who did, most suggested that this should occur during the first part of the practicum. Others recommended a week or more at the end to encourage greater experimentation with teaching methods.

CHAPTER 3

ROLES OF COOPERATING TEACHERS, PRINCIPALS AND FACULTY CONSULTANTS

This chapter reports the findings related to the roles of cooperating teachers, principals and faculty consultants. The first section examines the roles of school personnel with particular attention given to the cooperating teacher and the capacity of schools to adapt to change in the practicum. The second section gives a similar emphasis to the role of the faculty consultant. Preparation for practicum experiences, involvement in planning and levels of communication are the subjects of attention in the third section while the chapter concludes with a summary of ratings of satisfaction and performance in the various programs.

SCHOOL PERSONNEL

Training and Experience

Cooperating teachers and principals provided information related to their training and experience. The majority of cooperating teachers reported more than six years of teaching experience with the greatest number in each program indicating six to ten years. Five percent of the teachers reported only one or two years of experience. The majority of teachers in each program held at least a B.Ed. degree with varying percentages reporting no degree or a graduate degree. Sixteen percent of teachers in the Secondary and Industrial and Vocational Education practicum held graduate degrees compared to 1% and 5% of those in the junior and senior Elementary practicums, respectively. On the other hand, only 4% of teachers in the Secondary and Industrial and Vocational Education practicum held no degree compared to 13% and 7% of those in the junior and senior Elementary practicums, respectively. Most cooperating teachers indicated that they had supervised at least six student teachers in the past with several reporting experience with more than twenty.

Responses were received from forty-one principals and one assistant principal.[1] Table 22 contains a classification of these respondents according to the numbers of teachers in their schools.

Table 22

Principals Classified by Size of School

		Number of Teachers in School						
Distribution	N	Fewer than 10	11-20	21-30	31-40	41-50	51-70	More than 70
Number of Principals	42	12%	45%	17%	12%	5%	5%	5%

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[1] These respondents are described as principals throughout this chapter.

Most served in schools having twenty teachers or fewer. The majority had served in their present schools for two to three years and had been principals for the same length of time. The range of experience in the principalship was one to twenty-seven years. Most had been involved with the practicum for at least two years.

Role of Cooperating Teacher

Students and cooperating teachers were asked a number of questions concerning the activities of cooperating teachers in the senior Elementary, Secondary and Industrial and Vocational Education practicums. The first question asked respondents to indicate the average amount of time (in minutes) spent each week in assisting student teachers with three activities: preparation of lessons, post-analysis of lessons and additional teacher-oriented activities. The results are reported in Table 23. Students from both programs perceived cooperating teachers to be spending less time per week on each activity than the cooperating teachers reported spending. Participants in the Secondary and Industrial and Vocational Education program felt that most time was being spent on post-analysis of lessons while participants in the senior Elementary practicum felt that slightly more time was spent on preparation than post-analysis. When asked whether the amount of time devoted to each activity was sufficient, students from both programs were generally less satisfied than were cooperating teachers.

Table 24 lists the numbers of participants who reported that the time spent on the three activities was one of: too much, too little, or about right. Up to 41% of students considered that

Table 23

Mean Weekly Time Spent by Cooperating Teachers with Each Student Teacher[1]

	N	Preparation of Lessons	Post-Analysis of Lessons	Additional Teacher-Oriented Activities
Senior Elementary Practicum Program				
Students	76	57	54	48
Cooperating Teachers	86	87	81	69
Secondary and Industrial and Vocational Education Program				
Students	82	57	66	60
Cooperating Teachers	89	99	105	84

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[1] Times shown are in average number of minutes per week.

Table 24

Assessment of Time Spent by Cooperating Teachers on Three Types of Supervisory Activities[1]

Respondent Group	N	Preparation of Lessons			Post-Analysis of Lessons			Additional Teacher Oriented Activities		
		Too Much	About Right	Too Little	Too Much	About Right	Too Little	Too Much	About Right	Too Little
Senior Elementary Practicum										
Students	74	0	70	30	1	58	41	0	63	37
Cooperating Teachers	80	4	88	8	1	83	16	3	86	11
Secondary and Industrial and Vocational Education Practicum										
Students	81	3	60	37	1	75	23	0	64	36
Cooperating Teachers	85	9	68	22	3	79	19	6	79	16

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[1] Responses are reported by percentage for each respondent group.

insufficient time was spent on the three activities by cooperating teachers. Responses from cooperating teachers indicated that fewer than 20% generally held this view. Both groups of participants in the two programs indicated that most of the consultation took place after school. For the participants in the Secondary and Industrial and Vocational Education program, the regular preparation period was also important while, for the senior Elementary groups, the noon period was utilized. Many participants indicated they conferred by telephone during evenings and week-ends.

Cooperating teachers and students from the three programs rated the extent of involvement by the former group in various supervisory activities. Table 25 summarizes the mean ratings derived from responses on a scale of 1 (very little) to 5 (a great deal). Ratings by students were lower than those given by cooperating teachers in all instances. Lowest ratings by students from all programs were given to "helped student teacher with preparation of lesson plans." Mean ratings were below 3.0 in each instance. Students in the senior Elementary as well as Secondary and Industrial and Vocational Education programs also gave low ratings to "facilitated participation in outside activities" and "assisted students in pupil evaluation." Cooperating teachers generally felt they were engaging in the various activities to a greater extent, giving a rating of less than 3.0 in only one instance; namely, by cooperating teachers in the junior Elementary program who gave a mean rating of 2.9 to "facilitated participation in outside activities."

Cooperating teachers and students from the senior Elementary as well as the Secondary and Industrial and Vocational Education programs

Table 25

Extent of Involvement by Cooperating Teachers in Various Supervisory Activities[1]

Respondent Group	N	Observed Lessons Students Taught	Discussed Lessons with Students	Acquainted Students with Curriculum Goals and Facilities	Helped Student with Preparation of Lesson Plans	Discussed Weaknesses with Student	Facilitated Participation in Outside Activities	Assisted Student in Pupil Evaluation	Discussed Role of Teacher in all its Facets
Junior Elementary Practicum									
Students	44	4.0	3.9	3.7	2.7	3.6	3.3	3.2	3.1
Cooperating Teachers	41	4.8	4.4	4.3	3.3	4.0	2.9	3.4	4.0
Senior Elementary Practicum									
Students	76	3.7	3.5	3.3	2.7	3.4	2.9	2.9	3.1
Cooperating Teachers	86	4.3	4.2	4.1	3.3	3.8	3.0	3.4	3.7
Secondary and Industrial and Vocational Education Practicum									
Students	82	3.6	3.5	3.3	2.4	3.5	2.6	2.8	2.8
Cooperating Teachers	89	4.3	4.3	4.1	3.3	4.0	3.1	3.4	3.8

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[1] Mean ratings shown were computed from scale scores ranging from 1 (very little) to 5 (a great deal).

indicated the extent to which they felt cooperating teachers had been involved in the assessment of student teacher performance. The responses are summarized in Table 26. The majority of respondents considered that the cooperating teacher's role in assessing student performance was "about right," although 24% of students in the senior Elementary program considered involvement to be "too little."

Students and cooperating teachers were asked to rate the service provided by the latter on a five-point scale from 1 (very poor) to 5 (very good). The mean rating by students in the senior Elementary and Secondary and Industrial and Vocational Education programs were 3.8 and 3.9, respectively. Mean ratings by cooperating teachers in these programs were 3.8 and 4.0, respectively. The overall rating may be considered "adequate" to "good" with no important differences between the assessments of students and cooperating teachers in the two programs.

Principals gave their perceptions of the amount of influence they should have in the selection of cooperating teachers. Ratings were made on a scale from 1 (very little) to 5 (very much). The mean rating of 4.0 suggests that principals preferred a high level of involvement in the selection of cooperating teachers.

Adaptability/Flexibility at the School Level

Principals provided assessments of (1) the amount of time currently spent in schools by student teachers, and (2) the extent to which school personnel could adapt to changes in the length of the practicum and numbers of students involved in practicum experiences at their school.

Table 27 summarizes the assessments of principals with respect to the length of time currently spent by student teachers in their

Table 26

Extent of Cooperating Teacher Involvement in Student Assessment

Respondent Group	N	Too Little	About Right	Too Much
		Percent Choosing Each Category		
Senior Elementary				
Students	75	24	69	7
Cooperating Teachers	85	4	91	6
Secondary and Industrial and Vocational Education				
Students	80	10	86	4
Cooperating Teachers	87	8	87	5

Table 27

Principals' Assessments of Length of Time Per Term Spent in Their Schools by Student Teachers

Indicator	N	Too Short	About Right	Too Long
		Percent Choosing Each Category		
Time spent by individual student teachers in one term	36	47	53	0
Time spent by all student teachers in one term	36	42	55	3

schools in one term. Two indicators were employed: (1) the time spent by individual student teachers, and (2) the time spent by all student teachers. In each instance, a small majority (respectively 53% and 55%) considered that the amount of time was "about right," with others generally regarding the practicum experience to be "too short."

Principals provided a wide range of responses in suggesting the optimum length of time student teachers should spend in their schools in one term. For a single student, the range was from 3 to 20 weeks of whole-days, with a mean of 5.6 weeks. Nine principals suggested an alternative program consisting of 6 to 10 weeks of half-days, with a mean response for these alternatives of 7.8 weeks.

Table 28 summarizes the assessments of principals with respect to how readily their schools could adapt to a two-week increase in the length of the practicum experience. Ratings were made on a scale from 1 (with difficulty) to 5 (very readily) with responses analyzed on the basis of school size. In each instance, the mean response was 3.0 or more, suggesting that schools generally could adapt to such a change.

Principals were asked to indicate the number of student teachers assigned to their schools during the last term and to suggest an optimum number for any given term. The responses are summarized in Table 29 according to size of school. There was close agreement between the means for the number of student teachers assigned and the optimum number, except for schools having 31-40 teachers and those having more than 70 teachers. The former indicated an optimum number would be 7, less than half the actual number, and the latter indicated 60, more than twice the actual number. The small number of respondents in this category suggests the need for caution in generalizing from this finding.

Table 28

Principals' Perceptions of How Readily their Schools Could Adapt to a Two-Week Increase in the Length of the Practicum[1]

	School Category by Number of Teachers						
	Fewer than 10 teachers	11-20 teachers	21-30 teachers	31-40 teachers	41-50 teachers	51-70 teachers	More than 70 teachers
Mean ratings[1]	3.8	4.3	4.0	4.8	3.5	4.0	3.0

[1] Mean ratings on scale from 1 (with difficulty) to 5 (very readily).

Table 29

Actual and Optimum Number of Student Teachers Assigned to Schools Each Term

	School Category by Number of Teachers						
	Fewer than 10 teachers	11-20 teachers	21-30 teachers	31-40 teachers	41-50 teachers[1]	51-70 teachers[1]	More than 70 teachers[1]
Actual number[2]	5	7	8	15	32	34	29
Optimum number[2]	4	6	8	7	30	29	60

[1] Only two principals provided responses in these categories.

[2] Numbers shown are means of the principals' responses.

Table 30 summarizes the assessments of principals with respect to how readily their schools could adapt to an increase in the number of student teachers. Ratings were made on a scale from 0 (not at all) to 5 (very readily), with responses analyzed on the basis of school size. Four alternatives were provided for the size of the increase. The responses suggest that all schools could adapt to an increase of one or two students, with a mean rating on the adaptability scale of 3.2 or higher for each category of school size. Mean ratings of adaptability decreased as the number of student teachers in the change increased, with the decrease being greater for small schools than for large schools.

In general, these findings suggest that, while principals generally feel that the length of the practicum and the number of student teachers is "about right," school personnel could accommodate an increase in both length and number. Some evidence was provided that adaptability increased with the size of the school.

FACULTY CONSULTANTS

Classification and Experience

Faculty consultants in the practicum program may be classified into four groups: members of faculty (45%); graduate students in residence (18%); external consultants (34%), who are persons employed by school systems or are otherwise not employed by the Faculty of Education; and practicum associates (3%), who are persons seconded from local school systems to work with the practicum at the University of Alberta.

Table 30

Principals' Perceptions of How Readily their Schools Could Adapt to an Increase in the Number of Student Teachers Per Term[1]

	School Categories by Number of Teachers						
Size of Increase	Fewer than 10 teachers	11-20 teachers	21-30 teachers	31-40 teachers	41-50 teachers	51-70 teachers	More than 70 teachers
1 or 2 more students	3.2	3.8	4.5	4.5	4.0	5.0	5.0
3-5 more students	1.4	2.9	3.0	3.5	3.0	5.0	5.0
6-10 more students	.2	.7	2.5	3.0	2.0	3.0	2.0
11-20 more students	0	.3	.2	2.0	1.0	0	1.5

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[1] Mean ratings on scale from 0 (not at all) to 5 (very readily).

The majority of faculty consultants in each program have six or more years of experience in teaching at the K-12 level. A majority have previous experience in supervising student teachers although 16% indicated that they had no previous experience. Most supervised five to six student teachers each term.

Role of Faculty Consultants

Students and faculty consultants in the senior Elementary and Secondary and Industrial and Vocational Education programs were asked to indicate how frequently the faculty consultant had visited the student throughout the practicum. Answers varied from once to ten or more times. Most respondents from both programs indicated that the consultant had visited from four to six times. Respondents were also asked to assess the adequacy of this frequency. The responses are reported in Table 31.

The majority of respondents considered the number of visits made by faculty consultants to be adequate. A large number of students from both programs indicated the number of visits was too few. Students were less satisfied than faculty consultants, with 41% of senior Elementary students and 37% of Secondary and Industrial and Vocational Education Students considering the number of visits to be too few compared with 21% and 17%, respectively, for faculty consultants.

Students and faculty consultants from the three practicum programs were asked to indicate the extent to which faculty consultants engaged in practicum-related activities. Ratings were made on a scale from 1 (very little) to 5 (a great deal). The responses are summarized in Table 32 and Table 33.

Table 31

Assessment by Students and Faculty Consultants of the Frequency of Visits by Faculty Consultants

Respondent Group	N	Percent Choosing Each Category		
		Too Many	About Right	Too Few
Senior Elementary				
Students	75	3	56	[illegible]
Faculty Consultants	34	3	76	21
Secondary and Industrial and Vocational Education				
Students	81	2	60	37
Faculty Consultants	46	2	[illegible]	17

Table 32

Ratings of the Extent to which Faculty Consultants Engaged in Four Practicum-Related Activities in Senior Elementary and Secondary and Industrial and Vocational Education Practicums[1]

Respondent Group	N	Observed Lessons Student Taught	Discussed Lessons with Student	Discussed Areas of Weakness with Student	Discussed Problems Associated with Practicum
Senior Elementary					
Students	76	3.8	3.7	3.6	3.1
Faculty Consultants	36	4.5	4.3	4.1	3.2
Secondary and Industrial and Vocational Education					
Students	81	3.8	3.3	3.5	3.1
Faculty Consultants	46	4.5	4.3	4.2	3.5

[1] Mean ratings on a scale from 1 (very little) to 5 (a great deal).

Table 33

Ratings of the Extent to which Faculty Consultants Engaged in Three Practicum-Related Activities in the Junior Elementary Practicum[1]

Respondent Group	N	Observed Lessons Student Taught	Assisted Students with Planning	Discussed Problems Associated with the Practicum
Students	43	2.1	1.3	2.6
Faculty Consultants	14	3.9	2.5	4.1

[1] Mean ratings on a scale from 1 (very little) to 5 (a great deal).

Senior Elementary as well as the Secondary and Industrial and Vocational Education respondents considered faculty consultants to participate to a large extent in all practicum-related activities. Mean ratings exceeded three on the five-point scale in each instance. Students gave lower ratings than faculty consultants for all activities. There was little consistency among the respondent groups in the junior Elementary practicum. Students gave a mean rating of 1.3 for the extent to which assistance was given with planning, indicating the general view that faculty consultants did very little in this area. Faculty consultants gave a somewhat higher rating of 2.5 to this activity. Students also considered faculty consultants to spend little time observing lessons (mean of 2.1) or discussing problems associated with the practicum (mean of 2.6). The ratings of faculty consultants exceeded three on the five-point scale in each instance.

Participants in the senior Elementary as well as the Secondary and Industrial and Vocational Education programs were asked to rate the adequacy of the faculty consultant's role in assessing student teacher performance. The responses are summarized in Table 34. Most participants considered the faculty consultant's role in assessing student teacher performance to be "about right," although 15% of the senior Elementary students and 18% of the Secondary and Industrial and Vocational Education students felt the consultant's role was less than it should have been.

Student teachers and cooperating teachers were asked to rate the service provided by faculty consultants on a five-point scale

Table 34

Preferences Concerning Faculty Consultant's Role in Assessing Student Performance

Respondent Group	N	Percent Choosing Each Category: Less than It Should have Been	About Right	More than It Should have Been
Senior Elementary				
Student	76	15	74	12
Faculty Consultant	36	0	92	8
Secondary and Industrial and Vocational Education				
Student	80	18	74	9
Faculty Consultant	45	2	89	9

from 1 (very poor) to 5 (very good). Mean ratings of 3.5 or higher were given by both respondent groups in the senior Elementary and Secondary and Industrial and Vocational Education programs. Ratings on the same item by school administrators were 4.0 or higher for all three programs. These responses suggest moderate to good levels of satisfaction with the work of faculty consultants. Several cooperating teachers gave reasons for rating the service as low. Responses revealed a feeling by many that the faculty consultants had not visited their student teachers often enough, that faculty consultants were frequently unaware of problems in the classroom, and that faculty consultants sometimes gave conflicting advice to student teachers.

PREPARATION, PLANNING AND COMMUNICATION

Preparation for Role in Practicum

Cooperating teachers and faculty consultants gave their perceptions of the extent to which the Faculty of Education had prepared them for their role in the practicum programs. Ratings were made on a scale from 1 (very poorly) to 5 (very well). The mean ratings are summarized in Table 35. The responses suggest that neither respondent group considered itself well-prepared, with overall means falling below 3.0 on the 5-point scale in each instance. Only cooperating teachers in the Secondary and Industrial and Vocational Education program gave a rating of more than 3.0. Ratings of faculty consultants were lower than those of cooperating teachers in each program.

Cooperating teachers, principals and faculty consultants also gave their perceptions of the extent of their understanding of their

Table 35

Perceptions of Cooperating Teachers and Faculty Consultants on Extent of Preparation for Role in Practicum

	Cooperating Teachers		Faculty Consultants	
Program	N	Mean Rating[1]	N	Mean Rating[1]
Junior Elementary	41	2.6	13	2.3
Senior Elementary	86	2.6	34	2.3
Secondary and Industrial and Vocational Education	73	3.2	45	2.5
Total	200	2.8	92	2.4

[1] Mean ratings on a scale from 1 (very poorly) to 5 (very well).

roles in the practicum. Ratings were made on a scale from 1 (very limited) to 5 (very complete). The mean ratings summarized in Table 36 are 3.4 or higher in each instance, suggesting that members of all respondent groups generally perceived themselves to have a sound understanding of their roles.

Cooperating teachers and faculty consultants provided perceptions of the extent of their understanding of their roles in evaluating student teachers. Mean ratings on a scale from 1 (very limited) to 5 (very complete) are reported in Table 37. The responses suggest that members of the respondent groups generally perceived themselves to have a sound understanding of their roles in this aspect of the practicum program.

In a related item, cooperating teachers and faculty consultants rated the adequacy of the criteria used for assessing the performance of student teachers. Mean ratings on a scale from 1 (not at all) to 5 (completely adequate) are summarized in Table 38. These ratings were 2.9 or higher in each instance suggesting moderate levels of satisfaction with the various criteria.

Several respondents provided additional comments related to their understanding of their own role and the roles of others associated with the practicum. Some cooperating teachers who considered they had limited understanding of their role reported that they received no information related to expectations, objectives or past practices. Lack of direction on matters related to the evaluation of student teachers was noted in several instances. Several advantages associated with the role of cooperating teacher were also mentioned. Those most commonly cited were: (1) exposure to new ideas and methods, (2) greater

Table 36

Perceptions of Cooperating Teachers, Principals and Faculty Consultants on the Extent of Their Understanding of Role in Practicum

	Cooperating Teachers		Principals		Faculty Consultants	
Program	N	Mean Rating[1]	N	Mean Rating[1]	N	Mean Rating[1]
Junior Elementary	41	3.9		--	14	3.4
Senior Elementary	86	3.9		--	35	4.0
Secondary and Industrial and Vocational Education	88	4.2		--	46	4.3
Total	215	4.0	31	3.4	95	4.1

[1] Mean ratings on a scale from 1 (very limited) to 5 (very complete).

Table 37

Perceptions of Cooperating Teachers and Faculty Consultants on the Extent of Their Understanding of Role in Evaluating Student Teachers

Program	Cooperating Teachers		Faculty Consultants	
	N	Mean Rating[1]	N	Mean Rating[1]
Senior Elementary	84	4.1	36	4.2
Secondary and Industrial and Vocational Education	89	4.3	46	4.3

[1] Mean ratings on a scale from 1 (very limited) to 5 (very complete).

Table 38

Perceptions of Cooperating Teachers and Faculty Consultants on Adequacy of Criteria Used in Evaluating Student Teachers

Program	Cooperating Teachers		Faculty Consultants	
	N	Mean Rating[1]	N	Mean Rating[1]
Senior Elementary	82	3.2	35	3.2
Secondary and Industrial and Vocational Education	88	2.9	46	3.3

[1] Mean ratings on a scale from 1 (not at all) to 5 (completely adequate).

individualization of instruction through the presence of another "teacher," and (3) opportunity to observe interaction among pupils under the direction of another person. In commenting on the role of the cooperating teacher, several principals suggested that the cooperating teacher should serve as a model for student teachers and should assist in translating theory into practice. The need for adequate in-service for cooperating teachers was noted.

Several faculty consultants who considered they had limited understanding of their roles referred to a lack of role definition, particularly as to whether they were primarily evaluators or liaison personnel. This uncertainty was also reflected in the comments of some principals. Several felt that the main function of the faculty consultants was to serve as a liaison between the university and the school while others considered the main functions to be the provision of theoretical information and the evaluation of student performance. Faculty consultants cited several benefits from their participation in the practicum. The main advantage was derived from the opportunity to spend time in the classroom. Many felt that they acquired information which enabled them to modify their university courses and revise their views on teaching and learning. It was noted in several instances that the practicum represented the only contact with schools and pupils.

Involvement in Planning the Practicum

Cooperating teachers, principals and faculty consultants provided information concerning the extent to which they were involved in program planning in the Faculty of Education. Table 39 summarizes the responses of cooperating teachers and principals on the actual and

Table 39

Actual and Preferred Levels of Involvement of Cooperating Teachers and Principals in Planning the Teacher Preparation Program in Areas Other than Practicum

		Mean Ratings[1]	
Respondent Groups	N	Actual Involvement	Preferred Involvement
Cooperating Teachers			
Junior Elementary	40	1.8	3.7
Senior Elementary	83	1.8	3.7
Secondary and Industrial and Vocational Education	89	2.4	3.8
Principals	33	2.0	3.3

[1] Mean ratings on a scale from 1 (not at all) to 5 (to a very great extent).

preferred levels of involvement in planning the teacher preparation program in areas other than the practicum. Ratings were made on a scale from 1 (not at all) to 5 (to a very great extent). The responses indicate that low levels of input were perceived with mean ratings of 2.4 or less in each instance. Mean ratings for the preferred levels of input were 3.3 or higher indicating that all groups would like at least a moderate level of involvement. Cooperating teachers generally preferred a higher level of involvement than administrators.

Cooperating teachers and faculty consultants also indicated the extent to which they were currently involved in planning the practicum. Table 40 summarizes the responses which were made on a scale from 1 (not at all) to 5 (very highly). Mean ratings were 2.2 or lower in each instance suggesting that respondents generally perceived themselves to have little involvement in planning the practicum. Ratings were generally lower for cooperating teachers than for faculty consultants. The highest levels of involvement for both respondent groups were reported by those associated with the Secondary and Industrial and Vocational Education practicum (mean of 2.2 on the 5-point scale).

Cooperating teachers gave their perceptions of the extent to which the Faculty of Education determined the nature of the practicum experience at the classroom level. Ratings were made on a scale from 1 (not at all) to 5 (to a very great extent). The mean ratings for the three practicum programs were 2.4 for the junior Elementary, 2.4 for the senior Elementary and 2.2 for the Secondary and Industrial and Vocational Education. These responses suggest that the Faculty

Table 40

Involvement of Cooperating Teachers and Faculty Consultants in Planning the Practicum

Program	Cooperating Teachers		Faculty Consultants	
	N	Mean Rating[1]	N	Mean Rating[1]
Junior Elementary	40	1.2	14	1.4
Senior Elementary	85	1.2	36	1.9
Secondary and Industrial and Vocational Education	89	2.2	45	2.2
Total	214	1.6	95	2.0

[1] Mean ratings on a scale from 1 (not at all) to 5 (very highly).

has little involvement in planning at the classroom level.

Communication Related to the Practicum

Cooperating teachers, principals and faculty consultants provided information related to communication they received concerning the practicum. Principals gave their perceptions of the extent and adequacy of information provided prior to the commencement of the practicum. Mean ratings were made on a scale from 1 (none) to 5 (a great deal) for the extent to which information was provided. Alternatives of "yes" and "no" indicated whether or not the information was perceived to be sufficient. The responses are summarized in Table 41. The mean ratings of 3.3 or higher indicate that a moderate amount of communication was provided. A large majority of principals in each program perceived the information to be sufficient, although one-third of respondents in the senior Elementary program indicated that it was inadequate.

Cooperating teachers and faculty consultants in the three programs provided information on the number of times they had received communications from each other on matters related to the practicum during the last term. They were also asked to rate the adequacy of communications on a scale from 1 (not at all) to 5 (to a great extent). The responses are summarized in Table 42. More than twice as many communications were reported by faculty consultants as by cooperating teachers in each of the junior Elementary and Secondary and Industrial and Vocational Education programs. The number was the same for respondent groups in the senior Elementary program. With one exception, these communications were considered adequate, with means of 3.4 or

Table 41

Principals' Perceptions of the Extent and Adequacy of Communications Prior to the Practicum

			Adequacy	
Program	N	Extent[1]	Yes	No
Junior Elementary	6	3.3	83%	17%
Senior Elementary	20	3.5	65%	35%
Secondary and Industrial and Vocational Education	8	3.4	88%	12%

[1] Mean ratings on a scale from 1 (none) to 5 (a great deal).

Table 42

Frequency and Adequacy of Communication between Cooperating Teachers and Faculty Consultants

Respondent Group	N	Communication from Faculty Consultant/Cooperating Teacher: Frequency[1]	Communication from Faculty Consultant/Cooperating Teacher: Adequacy[2]
Junior Elementary			
Cooperating Teachers	41	2.3	2.4
Faculty Consultants	7	5.0	3.6
Senior Elementary			
Cooperating Teachers	67	3.8	3.4
Faculty Consultants	17	3.8	4.0
Secondary and Industrial and Vocational Education			
Cooperating Teachers	68	3.3	3.4
Faculty Consultants	31	8.0	3.9

[1] Number of communications received from faculty consultant/cooperating teacher during the last term.

[2] Mean ratings on a scale from 1 (not at all) to 5 (to a great extent).

more on the 5-point scale. The exception was cooperating teachers in the junior Elementary program whose mean rating of 2.4 suggests a need for higher levels of communication from faculty consultants in that program. Cooperating teachers gave lower ratings than faculty consultants in each program.

Cooperating teachers and principals were asked to indicate the extent to which information had been communicated by the Faculty of Education during the practicum. Ratings were made on a scale from 1 (not at all) to 5 (a great deal). Principals were also asked to assess the adequacy of communications. The responses are summarized in Table 43. Respondents in each program generally considered that information had been communicated to a moderate extent, with mean ratings falling in a range from 2.2 to 3.2 on the 5-point scale. Seventy-five percent of administrators in each program considered this amount to be sufficient. Principals also rated the adequacy of communication in the years they had been involved with the practicum. The mean rating was 3.8 on a scale from 1 (not at all effectively) to 5 (very effectively).

Cooperating teachers were asked to describe the extent to which they received information about their student teachers prior to the practicum and to rate the adequacy of this information. A scale from 1 (none) to 5 (a great deal) was provided for the extent of communication, and alternatives of "yes" and "no" were provided for perceptions of adequacy. The responses are summarized in Table 44. Respondents generally considered that information had been communicated to a moderate extent, with mean ratings from 2.7 to 3.3 on the 5-point scale. While a large majority considered this information to be adequate, 40% of

Table 43

Perceptions of Cooperating Teachers and Principals on Extent and Adequacy of Communications from Faculty of Education During the Practicum Program

Respondent Group	N	Extent of Communication[1]	Adequacy	
			Yes	No
Junior Elementary				
Cooperating Teachers	41	2.3	--	--
Principals	4	3.2	75%	25%
Senior Elementary				
Cooperating Teachers	86	2.2	--	--
Principals	14	3.2	79%	21%
Secondary and Industrial and Vocational Education				
Cooperating Teachers	88	2.9	--	--
Principals	7	2.3	86%	14%

[1] Mean ratings on a scale from 1 (not at all) to 5 (a great deal).

Table 44

Perceptions of Cooperating Teachers on Amount and Adequacy of Information Concerning Student Teachers Prior to the Practicum

Program	N	Amount of Information[1]	Adequacy	
			Yes	No
Junior Elementary	39	3.0	77%	23%
Senior Elementary	84	2.7	60%	40%
Secondary and Industrial and Vocational Education	87	3.3	75%	25%

[1] Mean ratings on a scale from 1 (none) to 5 (a great deal).

respondents in the senior Elementary program and 25% of respondents in the Secondary and Industrial and Vocational Education Program considered it to be inadequate.

RATINGS OF SATISFACTION AND PERFORMANCE

Cooperating teachers and faculty consultants indicated the extent to which they were satisfied with their roles using a scale from 1 (not at all satisfied) to 5 (completely satisfied). The responses are summarized in Table 45. Respondents in all groups and programs reported high levels of satisfaction, with means in the range from 3.4 to 3.9 on the 5-point scale. No important differences were apparent among the various groups and programs.

Cooperating teachers and faculty consultants were also asked to rate their own performances during the last practicum. Ratings were made on a scale from 1 (very poor) to 5 (very good). The responses are summarized in Table 46. Respondents in all groups and programs gave high ratings, with means in the range from 3.7 to 4.0 on the 5-point scale. No important differences were apparent among the various groups and programs.

Table 45

Role Satisfaction of Cooperating Teachers and Faculty Consultants

	Cooperating Teachers		Faculty Consultants	
Program	N	Mean Rating[1]	N	Mean Rating[1]
Junior Elementary	40	3.9	14	3.4
Senior Elementary	86	3.6	35	3.5
Secondary and Industrial and Vocational Education	89	3.8	46	3.8
Total	215	3.7	95	3.6

[1] Mean ratings on a scale from 1 (not at all satisfied) to 5 (completely satisfied).

Table 46

Ratings of Own Performance in Practicum by Cooperating Teachers and Faculty Consultants

	Cooperating Teachers		Faculty Consultants	
Program	N	Mean Rating[1]	N	Mean Rating[1]
Junior Elementary	41	4.0	14	3.7
Senior Elementary	85	3.8	36	3.9
Secondary and Industrial and Vocational Education	88	4.0	46	4.0
Total	214	3.9	96	3.9

[1] Mean ratings on a scale from 1 (very poor) to 5 (very good).

SUMMARY

This chapter reported the findings related to the role of cooperating teachers, principals and faculty consultants. These findings are summarized below:

Role of Cooperating Teacher

1. Up to 41% of student teachers considered insufficient time was devoted by cooperating teachers to supervising activities related to preparation of lessons, post-analysis of lessons and other teacher-oriented activities. Fewer than 20% of cooperating teachers held this view.

2. The extent of involvement of cooperating teachers on eight supervisory activities was rated between 2.4 and 4.0 by student teachers and cooperating teachers from the three programs. Most ratings were greater than 3.0 indicating participation to at least a moderate extent. Lowest scores were for "helped student with preparation of lesson plans," "facilitated participation in outside activities" and "assisted students in pupil evaluation." Student ratings were generally lower than those given by cooperating teachers.

3. Cooperating teachers and student teachers generally considered the role of cooperating teachers in assessing the performance of student teachers to be "about right."

4. Student teachers and cooperating teachers rated the service of cooperating teachers to be "adequate" to "good" with means of 3.8 or higher on a 5-point scale.

Adaptability/Flexibility at the School Level

1. Most principals considered the amount of time spent by student teachers in their schools to be "about right," with a mean of 5.6 weeks per term suggested as the optimum length of experience in a single school. Principals generally perceived their schools to be able to cope with a two-week increase in the length of the practicum.

2. There was generally close agreement between the number of student teachers currently assigned to schools and perceptions of principals with respect to the optimum number of student teachers. Other responses suggest that schools could readily adapt to an increase of at least one or two student teachers per term.

Role of Faculty Consultants

1. Up to 41% of student teachers considered the number of observational visits to schools by faculty consultants to be too few. Only about one-fifth of faculty consultants held this view.

2. Participants in the senior Elementary and Secondary and Industrial and Vocational Education programs generally considered faculty consultants to participate to a large extent (means exceeding three on a five-point scale) in all practicum related activities. For the junior Elementary program, ratings by student teachers fell to 2.6 or less.

3. Most participants considered the faculty consultant's role in assessing student teachers to be "about right." Those giving a low rating expressed the view that faculty consultants had not visited student teachers frequently enough, were frequently unaware of problems in the classroom and sometimes gave contradictory advice to student teachers.

Preparation, Planning and Communication

1. The responses of cooperating teachers and faculty consultants suggested that neither group considers itself particularly well-prepared, with means falling below three on a five-point scale. However, these respondents generally perceived themselves to have a sound understanding of their roles, including that aspect related to the evaluation of student teachers. Those cooperating teachers who considered themselves to have a limited understanding referred to lack of information related to expectations, objectives and past practices, while faculty consultants referred to a lack of role definition, particularly as to whether they were primarily evaluators or liaisons.

2. Cooperating teachers and faculty consultants generally perceived themselves to have low levels of participation (means of 2.4 or less on a 5-point scale) in the planning of the teacher preparation program.

3. Communications related to the practicum were generally perceived to be adequate, although 40% of cooperating teachers in the senior Elementary program and 25% of cooperating teachers in the Secondary and Industrial and Vocational Education programs considered information about student teachers prior to the practicum to be inadequate.

General Assessments

1. Cooperating teachers and faculty consultants were generally satisfied with their roles and performance in the practicum, with mean ratings in each instance exceeding 3.4 on a 5-point scale.

2. In most instances throughout this chapter where comparisons were possible, the ratings of respondents in the Secondary and Industrial and Vocational Education programs were generally more favorable than those given by respondents in the junior and senior Elementary programs.

CHAPTER 4

GLOBAL ASSESSMENTS OF THE PRACTICUM PROGRAM

This chapter summarizes global assessments of the practicum programs in three areas: (1) an overall evaluation of the programs, (2) perceptions of the extent to which the official objectives of the programs have been attained, and (3) the identification of major problems and suggestions for improvement.

OVERALL EVALUATION OF PRACTICUM PROGRAMS

Students, cooperating teachers, principals and faculty consultants provided an overall evaluation of the practicum completed prior to the collection of information. Ratings were made on a scale from 1 (very poor) to 5 (very good). The responses are summarized in Table 47. Mean ratings for all groups and programs fell in a range from 3.0 to 4.3 on the 5-point scale, indicating a moderate to good assessment in each instance. A comparison of overall means and mean ratings by respondent groups reveals that the Secondary

Table 47

Overall Evaluation of the Three Practicum Programs by Students, Cooperating Teachers, Principals and Faculty Consultants[1]

	Students		Cooperating Teachers		Principals		Faculty Consultants		Overall	
Program	N	Mean Rating	N	Mean Rating	N	Mean Rating	N	Mean Rating	N	Mean Rating
Junior Elementary	44	3.7	41	3.4	5	3.0	14	3.6	104	3.5
Senior Elementary	76	3.5	82	3.7	18	3.8	36	3.2	212	3.6
Secondary and Industrial and Vocational Education	81	3.8	89	3.9	6	4.3	46	4.1	222	3.9

[1] Mean ratings on a scale from 1 (very poor) to 5 (very good).

and Industrial and Vocational Education program consistently received the highest ratings.

A two-way analysis of variance was completed for the mean ratings in the Secondary and Industrial and Vocational Education program. Respondent groups defined one three-level factor while major areas defined the other eight-level factor. Differences between means were not significant for the factor defined by respondent group but major area emerged as a significant main effect. Table 48 contains the mean ratings for the eight major areas, with the ratings by students, cooperating teachers and faculty consultants combined for this analysis. Mean ratings fall in a range from 3.2 to 4.3 on the 5-point scale, indicating a moderate to good assessment of the practicum for each major area. The highest rating of 4.3 was given by participants in the Social Studies program, while the Fine Arts program (drama, art and music) received the lowest rating of 3.2.

A two-way analysis was also completed for mean ratings in the senior Elementary program. Respondent groups defined one three-level factor while the second two-level factor was determined by involvement in either the Plan B or "other" practicum program. Differences between means were not significant for the factor defined by respondent group but differences for the type of program were found to be statistically significant at the .01 level. The mean rating for the Plan B group was 4.4 while that for the "other" group was 3.5. The rating for the Plan B group thus emerged as the highest of any practicum program at the University of Alberta.

Table 48

Overall Evaluations in the Major Areas of the Secondary and Industrial and Vocational Education Practicum[1]

Social Studies		English		Mathematics		Science		Fine Arts		Home Economics		Ind. and Voc. Ed.		Phys. Ed.	
N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
31	4.3	18	3.6	13	4.1	21	4.2	27	3.2	16	4.0	16	4.1	23	3.9

[1] Mean ratings on a scale from 1 (very poor) to 5 (very good).

Ratings by students, cooperating teachers and faculty consultants have been combined for this analysis.

ACHIEVEMENT OF OBJECTIVES

Participants in the three programs were asked to rate the effectiveness of the practicums offered by the Faculty of Education. The objectives contained in the questionnaire were derived from the official statements contained in the Practicum Handbook (1978):

1. The present education practicum program complements other facets of the teacher education program.
2. The education practicum program allows the student an opportunity to test theories and hypotheses which relate to teaching and learning.
3. The education practicum program introduces the student to the role of the teacher from the point of view of the practicing professional.
4. The education practicum program helps students make meaningful decisions re their continuance in the teacher education program.
5. The education practicum program helps students make meaningful decisions re their choice of teaching level.
6. The education practicum program helps students develop their basic teaching skills.
7. The education practicum program helps the student appreciate the complexities of the teaching-learning process.
8. The education practicum program prepares the student for further theoretical study.
9. The education practicum program provides a means for screening entrants into the profession.
10. The education practicum program provides a channel for ideas and experiences which improve both the cooperating school systems and the Faculty of Education.
11. The education practicum program helps students become aware of their specific needs in the area of professional preparation.

Table 49 summarizes the mean effectiveness ratings on a scale from 0 (not at all) to 4 (to a very great extent).

Table 49

Perceptions of All Respondents on Attainment of Objectives[1]

Respondent Group	N	Complements Other Programs	Test Theories	Role of Teacher	Suitability	Placement	Development of Competencies	Complexities of Teaching	Further Study	Screening	Channel of Ideas	Professional Preparation	Mean for All Items
Junior Elementary													
Students	43	2.1	2.4	3.0	3.6	3.1	3.2	3.2	2.3	2.2	1.8	3.3	2.7
Cooperating Teachers	41	2.3	2.3	2.9	2.9	2.6	2.9	3.3	2.7	2.4	2.3	3.0	2.7
Faculty Consultants	14	2.3	2.1	2.6	3.1	2.4	2.6	3.0	2.5	1.7	2.1	2.5	2.4
Senior Elementary													
Students	76	1.9	2.3	2.9	2.9	2.5	3.1	3.2	2.2	2.3	2.0	3.1	2.6
Cooperating Teachers	86	2.3	2.7	3.2	3.1	2.9	3.1	3.4	2.2	2.5	2.3	3.0	2.8
Faculty Consultants	36	2.1	2.3	2.9	2.7	2.5	2.7	2.9	2.1	2.1	1.9	2.6	2.4
Secondary and Industrial and Vocational Education													
Students	80	2.2	2.5	3.0	3.2	3.0	3.1	3.3	2.5	2.3	2.1	3.3	2.8
Cooperating Teachers	89	2.4	2.5	3.2	2.9	2.9	2.9	3.2	2.3	2.3	2.4	3.0	2.7
Faculty Consultants	46	2.6	2.7	3.2	2.7	2.3	3.1	3.3	2.3	2.0	2.5	2.9	2.7

[1] Mean ratings are shown for scale from 0 (not at all) to 4 (to a very great extent).

Underlined entries: ____ indicates one of two highest means; _ _ _ _ indicates one of two lowest means.

Mean ratings generally fell in a range from two to three on the scale, indicating attainment to a moderate extent. Faculty consultants typically gave lower ratings (mean of 2.5) than students (mean of 2.7) and cooperating teachers (mean of 2.7). An examination of underlined entries in Table 49, indicating the two highest means for each group of respondents, reveals that top scores were quite consistently given for the achievement of three objectives: "helps the student appreciate the complexities of the teaching-learning process," "helps students become aware of their specific needs in the area of professional preparation," and "introduces the student to the role of the teacher from the point of view of the practicing professional." The underlined entries indicating the two lowest means for each group of respondents reveal that lowest scores were generally given for the achievement of four objectives: "provides a channel for ideas and experiences which improve both the cooperating school systems and the Faculty of Education," "complements other facets of the teacher education program," "provides a means of screening entrants into the profession," and "prepares the student for further theoretical study."

SERIOUS PROBLEMS AND SUGGESTIONS FOR IMPROVEMENT

Respondents were invited to identify serious problems in the practicum program and make suggestions for change. The summary below was derived from the open-ended responses to these items.

The problems most frequently described by students concerned the length and continuity of the practicum, which was perceived as being too short and lacking in continuity; the lack of preparation of cooperating teachers; and faculty consultants who seemed disinterested or whose observational visits were too infrequent to be useful. Students in the senior Elementary as well as Secondary and Industrial and Vocational Education programs also considered that the theory presented in courses was not easily applicable in the practicum. Many in the junior and senior Elementary programs considered that they needed more Curriculum and Instruction courses to better prepare them for the practicum. Many students expressed concern with the practice whereby courses are taken at the same time student teaching has been scheduled.

There was general agreement among faculty consultants and cooperating teachers on the problems associated with the practicum. It was noted, especially by those in the elementary programs, that the practicum was too short and lacked continuity. Courses offered during the practicum were considered to limit the effectiveness of the latter. Students were inadequately prepared in the areas of methodology and curriculum, especially at the secondary level. Cooperating teachers were generally unaware of the strengths and weaknesses of students prior to the practicum.

Respondents in all groups generally perceived a serious lack of communication between the Faculty and the schools and a failure on the part of the Faculty to establish objectives and train personnel. Many cooperating teachers considered faculty consultants to lack understanding of their roles and vice-versa. Many respondents claimed that the evaluation form lacked specificity and did not facilitate a "screening" of student teachers.

Suggestions for improving the practicum experience generally reflected the concerns summarized above. There was general agreement on the need for the following changes:

1. The practicum should be lengthened and be continuous, with no half-days or partial-weeks.
2. Courses and assignments should not be required during the practicum experience.
3. There should be greater integration with methods courses, with techniques of classroom control receiving special attention.
4. Cooperating teachers and faculty consultants should be "screened" and trained.
5. Roles for personnel associated with the practicum should be clearly defined and communicated.
6. Communication between cooperating teacher and student teachers should be established prior to the practicum, with attention given to special problems of the latter.
7. In-service should be organized and high levels of communication established throughout the practicum.

The responses of principals were in general agreement with those outlined above, especially with respect to the need for continuity.

SUMMARY

This chapter reported global assessments of the practicum program in three areas: (1) an overall evaluation of the program, (2) perceptions of the extent to which the official objectives of the program have been attained, and (3) the identification of major problems and suggestions for improvements. The findings are summarized below.

Overall Evaluation

1. Mean ratings for all programs fell in a range from 3.0 to 4.3 on a 5-point scale, indicating a moderate to good assessment.

2. The ratings given to Secondary and Industrial and Vocational Education programs were consistently higher than those given to the Elementary programs. For the Secondary and Industrial and Vocational Education programs, highest ratings were given by participants in the Social Studies program (mean of 4.3) and the lowest by those in Fine Arts (mean of 3.2).

3. For the senior Elementary program, the mean rating for the Plan B group was 4.4 compared to 3.5 for other groups.

Achievement of Objectives

1. The officially-stated objectives of the practicum program were perceived to have been attained to a moderate extent only. Means on a scale from 0 (not at all) to 4 (to a very great extent) generally fell below 3.0. Faculty consultants typically gave lower ratings than cooperating teachers and student teachers.

2. Highest ratings were given to objectives concerned with the student teacher's appreciation of (i) the complexities of the teacher-learning process, (ii) their own needs in the area of preparation, and (iii) the role of the teachers. Lowest ratings were given to objectives concerned with (i) providing a channel of communication between Faculty and school systems, (ii) complementing other aspects of the teacher

preparation program, (iii) screening entrants into the profession, and (iv) preparing the student for further study.

Problems and Suggestions for Improvement

1. There was general agreement among the different groups of respondents on the nature of the problems encountered in the practicum.

2. Suggestions for improvement reflected the problems which were identified: lengthen the practicum experiences and make them continuous; do not require courses and assignments during the practicum; provide for greater integration with methods courses; screen and train cooperating teachers and faculty consultants and provide a clearer definition of their roles; and improve communication among all concerned with the program.

CHAPTER 5

SUMMARY AND IMPLICATIONS FOR PROGRAM DEVELOPMENT

This study had its source in several events which occurred in 1977 and the early part of 1978. The first and perhaps most significant of these was the February, 1977 proposal for an extended Education practicum in Alberta presented jointly by the three Education Faculties, the Alberta Teachers' Association and the Alberta School Trustees Association. Funding was provided by the Department of Advanced Education and Manpower with the condition that an evaluation proposal be submitted by January, 1978. This report, along with one entitled Organizational Effectiveness in the Education Practicum Program 1977-1978,[1] presents the findings of the first stage of a four-year evaluation of the Education practicum at the University of Alberta.

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[1] Eugene W. Ratsoy, Gail R. Babcock and Brian J. Caldwell, Organizational Effectiveness in the Education Practicum Program 1977-1978. Faculty of Education Program Evaluation Report No. 2. Edmonton: The University of Alberta, 1978.

Two purposes were defined for the present study. The first was to collect baseline data upon which to make future comparisons. The second was to identify aspects of existing practicums in the Faculty which contribute to the success of the program as well as areas which need modification or additional study.

Based on the anticipated changes in the practicum mentioned in the February, 1977 proposal and on findings of a 1978 study of beginning teachers carried out by the Faculty of Education, nine aspects of the practicum were selected for the present study. These were:

1. Structure of the Practicum,
2. Content of the Practicum,
3. Student Preparation for the Practicum,
4. Integration of Practicum with Education Courses,
5. Role of Cooperating Teachers,
6. Role of Faculty Consultants,
7. Evaluation of Student Teacher Performance,
8. Attainment of Objectives and Other Outcomes, and
9. Interorganizational Factors.

Questionnaires were developed and distributed to students, faculty consultants, practicum associates, cooperating teachers and school principals associated with the three major practicum programs of the Faculty: the junior Elementary practicum; the senior Elementary practicum; and the Secondary and Industrial and Vocational Education practicum. Data were collected during the Spring Term of 1978 and analyses carried out in the months of June through September. The findings of the study are reported in detail in Chapters 2, 3 and 4.

Summaries of the results and some possible implications for program development within the Faculty, and perhaps beyond it, are presented in this chapter under headings which describe the nine aspects studied.

SUMMARY OF FINDINGS

Structure and Content of the Practicum

1. Most Elementary practicum respondents reported that the practicum was too short. Participants in the integrated Elementary practicum, Plan B, were an exception; most of these individuals reported it was "about right."

2. Secondary and Industrial and Vocational Education respondents generally stated that the length of the practicum was "about right." Exceptions were mainly those on discontinuous rather than full-week practicums.

3. Elementary respondents generally favored a practicum of about ten weeks' duration whereas Secondary and Industrial and Vocational Education respondents preferred that it be slightly more than nine weeks in length. Several respondents suggested practicums exceeding four full months.

4. Respondents from all practicums favored having each student teaching round, or situation, about 5.5 weeks long. The majority felt that two or more rounds would be desirable.

5. Elementary practicums provided students with experience in one division only (K-3 or 4-6) whereas the Secondary and Industrial and Vocational Education practicums provided experience in both junior and senior high situations.

6. All respondent groups generally expressed a preference for some portion of the practicum to occur in each year of the four-year B.Ed. program and in both years of the B.Ed. after-degree program. The preferred proportions for the four-year program were: one-tenth in year one; two-tenths in year two; three-tenths in year three; and four-tenths in year four. For the two years of the after-degree program, the preference was for just under half in the first year and just over half in the second.

7. The generally recommended composition of the practicum for the first year of the four-year program was for about half the practicum to be devoted to observation and the rest divided equally among teaching individual pupils, teaching small groups and teaching the whole class. The responses indicated a preference for gradual shift throughout the remaining years so that in the fourth year, about three-fifths of the time be spent in teaching the whole class and the remainder divided among the other three types of experience.

Preference for the two-year after-degree program was for the nature and composition of activities to be similar to those of years three and four of the four-year program.

8. All groups of respondents favored having large blocks of full days rather than discontinuous periods of student teaching.

9. Responses on the opportunity given student teachers to teach in their areas of specialization revealed that Elementary students had little opportunity to do so whereas Secondary and Industrial and Vocational Education students reported spending most or all of their time in their major areas. Preferences revealed a desire by students to

have at least some experience in student teaching within their major area of specialization and a desire for experience in a second or "minor" area as well.

Student Preparation for the Practicum

1. Students in all practicums were perceived to be only moderately well prepared in the ten knowledge and skill areas surveyed.

2. Students in the junior Elementary program were judged best prepared in the classroom control and evaluative skills areas and least well prepared in knowledge of course content, school curriculum, learning theory and management of routines. Senior Elementary students were perceived as best prepared in knowledge of methodology, learning theory and interpersonal skills and least well prepared in knowledge of school curriculum, school organization and classroom control.

3. Secondary and Industrial and Vocational Education students were viewed as best prepared in knowledge of course content and interpersonal skills and least well prepared in knowledge of school organization, knowledge of school curriculum and knowledge of the foundations of education.

Integration of Practicum with Education Courses

1. The extent to which integration of course theory with the practicum was achieved varied from course to course. Integration with Educational Administration and Educational Foundations courses was low for all three practicums. With the Educational Psychology courses, the Audio-Visual Education courses, and the Curriculum and

Instruction and Industrial and Vocational Education courses it was, in general, moderately low; an exception was the Secondary and Industrial and Vocational Education practicum where integration with Curriculum and Instruction and Industrial and Vocational Education courses was perceived as moderate.

2. The large majority of respondents favored integration of the practicum with Curriculum and Instruction and Industrial and Vocational Education courses; a smaller majority favored integration with Educational Psychology courses; just over half favored integration with Audio-Visual Education courses; only a small minority favored integration with Educational Administration and Educational Foundations courses.

Role of Cooperating Teacher

1. The majority of students reported that their cooperating teachers were spending enough time with them on practicum-related activities; however, up to 41% of students and 20% of cooperating teachers did not agree with this view.

2. Perhaps understandably, students and cooperating teachers differed in their ratings of the extent of involvement of cooperating teachers in eight supervisory activities, with the latter assigning higher ratings in all instances. The highest rating assigned by students—ranging from 3.6 to 4.0 on a five-point scale—was for "observed lessons students taught." Somewhat lower ratings were assigned for three supervisory activities: "discussed lessons with students," "acquainted students with curriculum goals and facilities," and "discussed weaknesses with the student." Still lower ratings were given for another three activities: "facilitated participation in outside activities," "assisted

student teacher in pupil evaluation," and "discussed role of teacher in all its facets." Lowest ratings assigned by students—ranging from 2.4 to 2.7—were for "acquainting student teacher with curriculum goals and facilities."

3. Students and cooperating teachers rated the overall service provided by cooperating teachers as adequate or better, with means of 3.8 or higher on a five-point scale.

4. Cooperating teachers did not in general consider themselves well prepared for their practicum role.

5. Most cooperating teachers rated their performance in the practicum as high and expressed moderately high satisfaction with their role in the practicum.

Role of Faculty Consultant

1. The majority of students reported that faculty consultants had made sufficient visits to the school; however, up to 41% of students and 21% of faculty consultants disagreed with this view.

2. Students and faculty consultants differed in their ratings of the extent of involvement of the latter in four practicum-related activities with faculty consultants assigning higher ratings in all instances. Senior practicum students generally rated faculty consultant involvement as moderately high, with means ranging from 3.1 to 3.8 on the five-point scale. Junior practicum student ratings averaged 2.6 or less.

3. Faculty consultants did not, in general, consider themselves well prepared for their role in the practicum.

4. Faculty consultants claimed they had little involvement in

planning the practicum.

5. Most faculty consultants rated their own performance in the practicum as moderately high and expressed moderately high satisfaction with their practicum role. At the same time, many were not clear as to whether they were expected to act mainly as liaison personnel or as evaluators.

Evaluation Procedures

1. A large minority of students desired an evaluation-free period during the practicum. Such a period was visualized as lasting about one week and occurring either at the beginning or end of the practicum.

2. Most practicum participants considered the role played by cooperating teachers and faculty consultants in evaluating student performance to be "about right." Those who indicated that faculty consultants should not play so large a role gave lack of visitations and lack of awareness of classroom problems as their reasons.

3. Faculty consultants and cooperating teachers rated as only moderately adequate the criteria used in evaluating student teachers in 1977-1978.

External Organizational Aspects

1. Most principals reported that the length of time spent by student teachers in their schools was "about right." They generally stated that they could adapt to a two-week increase in the length of the practicum.

2. There was close agreement between the numbers of student

teachers currently assigned to the participating schools and the numbers principals believed would be optimal. With the exception of principals of the large schools, where flexibility seemed to be greater, most felt that an increase of one or two student teachers could easily be accommodated.

3. Cooperating teachers, like faculty consultants, claimed they had little involvement in planning the practicum.

4. Cooperating teachers and principals reported they had very little or no involvement in planning the teacher preparation program in areas other than the practicum and expressed a desire for at least moderate involvement in these areas.

5. Communication related to the practicum was generally considered adequate although advance information about student teachers was thought to be insufficient by many cooperating teachers.

Effectiveness in Overcoming Deficiencies in Student Teachers

1. The three practicums were rated quite effective in overcoming deficiencies associated with eight of the ten knowledge and skill areas mentioned in the questionnaire.

2. Each of the three practicums was generally considered (by respondents) to be most effective in the areas of management of routines and classroom control and least effective in the areas of knowledge of the foundations of education and knowledge of learning theory.

Achievement of Official Objectives

1. The officially-stated objectives of the practicum were each perceived to have been attained to a moderate extent or higher.

2. Highest ratings were given to objectives concerned with (a) helping students appreciate the complexities of the teaching-learning process, (b) introducing students to the role of teacher from the viewpoint of the practicing professional, (c) helping students make meaningful decisions about their continuance in the teacher education program, (d) helping students become aware of their specific needs in the area of professional preparation, and (e) helping students develop their basic teaching skills.

3. Lowest ratings were given to objectives concerned with (a) providing a channel for ideas and experiences which improve both the cooperating school system and the Faculty of Education, (b) providing a means for screening entrants into the profession, (c) preparing the student for further theoretical study, and (d) complementing other facets of the teacher education program.

Overall Evaluation of the Practicum

1. Mean overall ratings by students, cooperating teachers, faculty consultants and principals for all programs fell in a range from 3.0 to 4.3 on a five-point scale indicating a moderate to good assessment.

2. Ratings given by the Secondary and Industrial and Vocational Education respondents were generally higher than those given by Elementary groups.

3. Ratings given the integrated Plan B Elementary program were substantially higher than ratings given the other Elementary practicums.

4. Ratings given by some major area participants within certain Secondary programs were substantially higher than those given by other major area participants.

IMPLICATIONS FOR PROGRAM DEVELOPMENT

The preceding section provided an outline of results drawn from the data analysis. In this section of the chapter these results are translated into statements of eight critical issues which could form a basis for program modification in the Faculty. In some cases the findings of the study provide clear indicators for constructive change. In other instances, the findings indicate that further research may be desirable before prescriptive statements can be formulated.

1. What are the goals of the practicum program; that is, what general and timeless statements describe the broad direction, general purpose or intent of the program? What are the objectives of the practicum program; that is, what are the desired measurable outcomes—skills and knowledge—toward which program activities are to be directed within a given time frame, and under specific conditions?

The indicators[1] are:

a) Although some of the broadly outlined goals in the form of "officially-stated objectives" were reported as achieved to a great extent, others were reported as achieved to only a moderate extent.

b) Recognizing that the broadly outlined goals in the form of "officially-stated objectives" were achieved to a moderate extent or higher, enabling objectives to facilitate achievement of competencies such as those listed in the Student Teachers' Progress Report were not specified and were therefore not evaluated.

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[1] These indicators are dealt with in greater detail in the second report entitled Organizational Effectiveness in the Education Practicum Program 1977-78.

2. Which knowledge and skill areas should be identified for concentration in courses preceding the practicum? The indicators are:

a) Students entering each of the three practicum programs were perceived to be only moderately well prepared in the ten knowledge and skill areas surveyed.

b) There were differences among the three practicum programs with respect to those areas in which entering students were best prepared and least prepared.

c) The three practicums were rated quite effective in overcoming student deficiencies in eight of the ten areas; the exceptions concerned the areas of knowledge of the foundations of education and knowledge of learning theory.

3. In view of the overwhelming support for structural changes in the practicum, what form should it take? The indicators are:

a) Distribution over all four years of the four-year B.Ed. program and both years of the after-degree programs was desired, with increasing amounts of practicum in each succeeding year.

b) Major emphasis on observation at the beginning of the practicum was preferred, with gradual shift to whole class teaching at the end and approximately equal amounts of instructing individual students and working with small groups throughout all years of the program.

- c) At least two rounds in different grade divisions, each about five weeks in duration, were suggested for the senior practicum with some time on major and minor areas of specialization.
- d) Integrated programs were given more positive ratings.
- e) Practicums involving large blocks of full days were much preferred over discontinuous periods of student teaching.

4. How should the practicums be integrated with other aspects of the teacher education program? Should the practicums be designed to include both a theoretical and practical component? Should the practicums be integrated with existing Education courses or parts of existing courses and if so, how would this be done? What content is best presented as an integral part of the practicum? The indicators are:

- a) A large majority of respondents favored integration with Curriculum and Instruction as well as Industrial and Vocational Education courses. The degree of integration was currently perceived as moderately low.
- b) A smaller majority favored integration with Educational Psychology and Audio-Visual Education courses. Current integration was perceived as moderately low.
- c) Integration with Educational Administration and Educational Foundations was perceived as low with only a small minority favoring integration.

5. How should the roles of the participating personnel—faculty consultants, cooperating teachers, practicum associates, etc.—be defined and what strategies should be used to orient new personnel? The indicators are:

a) Cooperating teachers and faculty consultants did not in general consider themselves well prepared for their role in the practicum.

b) Although most students reported that cooperating teachers and faculty consultants spent enough time on practicum-related activities, a large minority disagreed with this view.

c) Student teachers gave lower ratings than did faculty consultants and cooperating teachers in their assessment of the extent to which selected supervisory activities were completed.

d) Student teachers and cooperating teachers generally rated the service provided by the latter as adequate or better. Most cooperating teachers and faculty consultants rated their own performance as moderately high or better and expressed moderately high satisfaction with their practicum role.

e) Faculty consultants were often not clear as to whether they were primarily liaison personnel or evaluators.

6. What are the differing purposes of student teacher evaluation and how can each of these best be served? The indicators are:

a) Most participants considered the role of cooperating teachers and faculty consultants in evaluation to be "about right" although some felt that the latter should be less involved because of infrequent visitations and lack of awareness of classroom problems in some instances.

b) Faculty consultants and cooperating teachers rated as only moderately adequate the criteria used in evaluating student teachers in 1977-78.

c) A large minority of student teachers expressed a preference for an evaluation-free period during the practicum.

7. How extensive and how formal should the linkages be with other organizations and with individuals having an interest in the practicum or other aspects of the teacher education program? To what extent should these individuals and organizations participate in decision making concerning the practicums and the other aspects of the program? The indicators are:

a) Cooperating teachers and principals did not in general consider themselves well prepared for their roles in the practicum.

b) Cooperating teachers reported having little involvement in planning the practicum.

c) Cooperating teachers and principals reported having virtually no involvement in planning the teacher preparation program in areas other than the practicum and expressed a desire for at least moderate involvement in these areas.

d) Cooperating teachers felt that advance information from the Faculty concerning student teachers was insufficient.

e) Of the eleven objectives surveyed, the practicum was rated lowest in providing a channel for ideas and experiences which improve both the cooperating school system and the Faculty of Education.

8. What structures—in the form of temporary and standing committees and Faculty reorganization—need to be established within the Faculty of Education to ensure that each of the above-mentioned seven critical issues is addressed and resolved? The indicators for change associated with this issue are implied in all of the other seven critical issues.

These eight issues in a succinct way capture the essence of the study findings and also point the direction to possible courses of action within the Faculty.

APPENDIX

EDUCATION PRACTICUM QUESTIONNAIRE

Faculty of Education, The University of Alberta

(Cooperating Teachers)

The information you provide will be useful in improving the teacher education program at the University of Alberta. Please give this questionnaire your careful attention. Use as your frame of reference the education practicum experience recently completed.

1. What are your major teaching field and grade(s) this year? ______________________________

____

2. The majority of your teaching responsibilities have been in the following grade levels. Check as many as apply.

   1. Primary (K to III) ( )
   2. Intermediate (IV to VI) ( )
   3. Junior High (VII to IX) ( )
   4. Senior High (X to XII) ( )

3. Teaching experience (check one).

   1. One or two years ( )
   2. Three to five years ( )
   3. Six to ten years ( )
   4. Eleven to twenty years ( )
   5. Over twenty years ( )

4. In your role as cooperating teacher how many student teachers have you supervised in the past (including this year)?

   1. One or two ( )
   2. Three to five ( )
   3. Six to ten ( )
   4. Eleven to twenty ( )
   5. Over twenty ( )

5. Which degrees do you hold?

   1. No degree ( )
   2. B.Ed. ( )
   3. Bachelor degree other than B.Ed. ( )
   4. Masters or Ph.D. ( )
   5. Other (specify) ______________ ( )

6. The student teacher(s) that you supervised this year were on the following schedule(s):

   1. 2 x 4 weeks ( )
   2. 2 x 5 weeks of half days ( )
   3. 2 days/week for 5 weeks ( )
   4. 1 1/2 day/week for 10 weeks + culminating week ( )
   5. Other (describe) ________________________ ( )

7. In your opinion, the total length of time that the students spent in student teaching this year was:

   1. Too long ( )
   2. About right ( )
   3. Too short ( )

8. In your opinion, the length of time spent by the student teacher(s) in a single teaching situation (e.g. with a given cooperating teacher) was:

   1. Too long ( )
   2. About right ( )
   3. Too short ( )

9. The optimum amount of time that a student teacher should spend in a single student teaching situation (e.g. with a given cooperating teacher) is:

1. 2 weeks ( )
2. 4 weeks ( )
3. 6 weeks ( )
4. 8 weeks ( )
5. Other (specify) _________ ( )

10. The optimum amount of time that the student should spend in student teaching is:

1. 8 weeks ( )
2. 10 weeks ( )
3. 12 weeks ( )
4. 14 weeks ( )
5. Other (specify) _________ ( )

11. Parts a. and b. pertain to the 4 year B.Ed. program. Parts c. and d. apply to the 2 year B.Ed./After Degree program.

a. The total amount of time a student should spend in practicums throughout the four year program should be distributed as follows: (Indicate what percentage of the practicum should be included in the given year.)

%
1. Year one _____
2. Year two _____
3. Year three _____
4. Year four _____

(total must = 100%)

b. Indicate what portion of the yearly practicum experience should be devoted to each type of involvement.

	Observation		Teaching individual pupils		Teaching small groups		Teaching whole class		Other (specify)	
1. year one	___%	+	___%	+	___%	+	___%	+	___%	= 100%
2. year two	___%	+	___%	+	___%	+	___%	+	___%	= 100%
3. year three	___%	+	___%	+	___%	+	___%	+	___%	= 100%
4. year four	___%	+	___%	+	___%	+	___%	+	___%	= 100%

c. The total amount of time a student should spend in practicums throughout the two year B.Ed./After Degree program should be distributed as follows: (Indicate what percentage of the practicum should be included in the given year.)

%
1. year one _____
2. year two _____

(total must = 100%)

d. Indicate what portion of the yearly practicum experience should be devoted to each type of involvement.

	Observation		Teaching individual pupils		Teaching small groups		Teaching whole class		Other (specify)	
1. year one	___%	+	___%	+	___%	+	___%	+	___%	= 100%
2. year two	___%	+	___%	+	___%	+	___%	+	___%	= 100%

e. Which program and year were the student(s) you supervised this year enrolled in?

1. Four year B.Ed. year 1 ( )
2. year 2 ( )
3. year 3 ( )
4. year 4 ( )
5. B.Ed. After Degree year 1 ( )
6. year 2 ( )

12. Throughout the total practicum, the student teacher should have the opportunity to teach:

    1. in one situation only ( )
    2. in two ( )
    3. in three ( )
    4. in four ( )
    5. other (specify) ____________ ( )

13. The student teaching experience should involve periods of:

    1. half days ( )
    2. full days ( )
    3. other (specify) ____________ ( )

14. a. Your student teachers' preparation for the practicum experience in each of the following areas was:

(circle appropriate response)

	Very Inadequate 1	2	3	4	5 Very Good
1. Knowledge of course content	1	2	3	4	5
2. Knowledge of school curriculum	1	2	3	4	5
3. Knowledge of methodology	1	2	3	4	5
4. Knowledge of learning theory	1	2	3	4	5
5. Knowledge of school organization	1	2	3	4	5
6. Knowledge of the foundations of education	1	2	3	4	5
7. Managing classroom routines	1	2	3	4	5
8. Classroom control (discipline)	1	2	3	4	5
9. Interpersonal skills	1	2	3	4	5
10. Evaluative skills	1	2	3	4	5

b. To what extent was the practicum helpful in overcoming deficiencies in your student teachers' preparation in each of the following areas?

(circle appropriate response)

	Not at all helpful 1	2	3	4	5 Very helpful
1. Knowledge of course content	1	2	3	4	5
2. Knowledge of school curriculum	1	2	3	4	5
3. Knowledge of methodology	1	2	3	4	5
4. Knowledge of learning theory	1	2	3	4	5
5. Knowledge of school organization	1	2	3	4	5
6. Knowledge of the foundations of education	1	2	3	4	5
7. Managing classroom routines	1	2	3	4	5
8. Classroom control (discipline)	1	2	3	4	5
9. Interpersonal skills	1	2	3	4	5
10. Evaluative skills	1	2	3	4	5

15. Is it desirable to integrate education curriculum and instruction (or Ed. Industrial) course theory with the practicum?

    1. Yes ( )
    2. No ( )

16. In your opinion to what degree was the practicum effectively integrated with the curriculum and instruction or Ed. Ind. courses?

Very poorly 1 2 3 4 5 Very well

17. a. Is it desirable to integrate the practicum with other education courses?

1. Yes ( )
2. No ( )

If yes, which courses? (check those you would consider desirable to integrate)

1. Educational Administration ( )
2. Educational Foundations ( )
3. Educational Psychology ( )
4. Audio Visual ( )
5. Other (explain) ____________ ( )

b. In your opinion to what extent was there integration this year between the practicum and the areas given below:

	Degree to which they were integrated				
	Not at all				Highly integrated
1. Educational Administration	1	2	3	4	5
2. Educational Foundations	1	2	3	4	5
3. Educational Psychology	1	2	3	4	5
4. Audio Visual	1	2	3	4	5
5. Other (explain) ____________	1	2	3	4	5

18. During the course of the practicum experience, you spent the following average amounts of time per week assisting the student teachers in each of the following activities:

	Preparation for lessons	Post analysis of lessons	Additional student teacher oriented activities
1. 30 min. or less	( )	( )	( )
2. 60 min.	( )	( )	( )
3. 90 min.	( )	( )	( )
4. 120 min.	( )	( )	( )
5. 150 min. or more	( )	( )	( )

The time spent on each activity as indicated above was:

1. Too much	( )	( )	( )
2. About right	( )	( )	( )
3. Too little	( )	( )	( )

19. Consultation between yourself and student teachers occurred during which time periods? Please rank from 1 to 5 where 1 = most and 5 = least.

1. before school ( )
2. noon hour ( )
3. after school ( )
4. regular prep. time ( )
5. other (specify) ____________ ( )

20. During the course of the entire practicum experience you engaged in the following types of activities:

	Very little				A great deal
1. Observed lessons taught by student teacher(s)	1	2	3	4	5
2. Discussed their lessons with the student teacher(s)	1	2	3	4	5
3. Acquainted student teacher(s) with your curriculum goals, techniques and facilities	1	2	3	4	5
4. Worked with the student teacher(s) in the preparation of lesson plans	1	2	3	4	5
5. Discussed the student teacher(s)' weakness in subject matter and methodology with them	1	2	3	4	5
6. Facilitated the student teacher(s)' participation in out of classroom school activities	1	2	3	4	5
7. Assisted the student teacher(s) in pupil evaluation	1	2	3	4	5
8. Discussed with the student teacher(s) the role of the teacher in all its many facets	1	2	3	4	5

21. To what extent were you involved in the assessment of student teacher performance?

    1. Less than you should have been ( )
    2. About right ( )
    3. More than you should have been ( )

22. Overall, how would you rate the services provided by the faculty consultant?

    Very inadequate 1 2 3 4 5 Very good

    If 1 or 2, please indicate why. ______________________________

    ____

23. Your understanding of your role in the evaluation of the student teacher(s) was:

    Very limited 1 2 3 4 5 Very complete

    If 1 or 2, please indicate why. ______________________________

    ____

24. Your overall evaluation of the practicum you participated in is that it was:

    Very poor 1 2 3 4 5 Very good

25. For this part of the questionnaire you are requested to rate the effectiveness of the practicums offered by the University of Alberta. Indicate, by circling the appropriate response category, the extent to which you believe each of the following objectives is being attained:

OBJECTIVE	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
1. The present education practicum program complements other facets of the teacher education program	0	1	2	3	4	?
2. The education practicum program allows the student an opportunity to test theories and hypotheses which relate to teaching and learning	0	1	2	3	4	?
3. The education practicum program introduces the student to the role of the teacher from the point of view of the practicing professional	0	1	2	3	4	?
4. The education practicum program helps students make meaningful decisions re their continuance in the teacher education program	0	1	2	3	4	?
5. The education practicum program helps students make meaningful decisions re their choice of teaching level	0	1	2	3	4	?
6. The education practicum program helps students develop their basic teaching skills	0	1	2	3	4	?
7. The education practicum program helps the student appreciate the complexities of the teaching-learning process	0	1	2	3	4	?

25 (cont.)

OBJECTIVE	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
8. The education practicum program prepares the student for further theoretical study	0	1	2	3	4	?
9. The education practicum program provides a means for screening entrants into the profession	0	1	2	3	4	?
10. The education practicum program provides a channel for ideas and experiences which improve both the cooperating school systems and the Faculty of Education	0	1	2	3	4	?
11. The education practicum program helps students become aware of their specific needs in the area of professional preparation	0	1	2	3	4	?

26. What is the advantage to you and/or your class from your being a cooperating teacher?

____

____

____

27. To what extent were you involved in the practicum planning and orientation activities at the university?

Not at all 1 2 3 4 5 Very highly

28. How often did the faculty consultant communicate with you re: any aspects of the practicum?

_______ times

29. To what extent was your communication with the faculty consultant sufficient?

Not at all 1 2 3 4 5 To a very great extent

30. Your understanding of your role as cooperating teacher was:

Very limited 1 2 3 4 5 Very complete

If 1 or 2, please indicate why you thought it was limited. ______________________________

____

31. To what extent did the Faculty of Education prepare you for your role as cooperating teacher?

Not at all ( ) Very poorly 1 2 3 4 5 Very well

32. How would you rate your performance as cooperating teacher this year?

Very poor 1 2 3 4 5 Very good

33. To what extent were you satisfied with your role as cooperating teacher?

Not at all satisfied 1 2 3 4 5 Completely satisfied

34. To what extent did the Faculty communicate practicum information to you throughout the program?

Not at all 1 2 3 4 5 A great deal

35. How much information about your student teacher(s) was made available to you prior to their arrival for student teaching?

None 1 2 3 4 5 A great deal

Was this amount sufficient?

1. Yes ( )
2. No ( )

36. To what extent did the Faculty determine the practicum experiences which student teachers had in your classroom?

Not at all 1 2 3 4 5 To a very great extent

37. To what extent were the criteria provided on the progress report adequate for assessing the performance of student teachers assigned to you?

Not at all adequate 1 2 3 4 5 Completely adequate

38. To what extent did you have input into the Faculty about other aspects of the total teacher education program at the University of Alberta?

Not at all 1 2 3 4 5 To a very great extent

39. To what extent should cooperating teachers participate in designing the teacher education program at the University of Alberta?

Not at all 1 2 3 4 5 To a very great extent

40. The optimum amount of time for a single cooperating teacher to have student teachers in the class in one university term is:

1. 2 weeks ( )
2. 4 weeks ( )
3. 6 weeks ( )
4. 8 weeks ( )
5. Other (specify) ________ ( )

41. Comments re: any of the above: ____________________

42. You may perceive some serious problems with the student teaching program as it now exists. What is the most serious of these problems?

43. If you were to make one suggestion for the improvement of the student teaching program at the University of Alberta, what would it be?